

Form IIA  
1976-77



Year 6  
(Age 10)

## **Parents' National Educational Union**

Murray House, Vandon Street, London SW1H 0AJ

### **THE PNEU SCHOOL**

### **EDUCATIONAL PROGRAMME 86**

This Programme is designed for use only with pupils in PNEU Schools and in the Home Education Division. It must not be lent or used for any other purpose.

"Children are born persons" — Charlotte Mason  
PNEU Motto: "I am, I can, I ought, I will"

### **GENERAL NOTES**

#### **CONTENTS**

This Programme sets out the syllabuses and book lists for the year. The Teacher's Handbook is complementary to it and should be studied before the Programme is put into use.

Essential books are printed in capitals. Other books are optional but would be valuable for supplementary or reference purposes.

The Programme for each form is planned to cover one year's work, divided into 3 terms of 12 weeks each. As enrolments occur throughout the year, new members will normally begin with Term 1 and complete an assessment report on Form R5 before beginning Term 2.

#### **SUPPLIES**

##### **Books**

An adequate range of books is essential for the PNEU course. The initial book order will be dealt with by PNEU tutors and despatched to members



overseas by surface mail or, if requested, by air mail. The appropriate postal and packing charges will be debited. Members proceeding abroad are advised that books should be obtained before departure.

Subsequent requirements of recommended books may be obtained from the Academy Bookshop, 7 Holland Street, Kensington, London, W.8. by post on Form R7.

### Materials

A list of the educational materials required is set out in Appendix 1. They may be obtained from any firm of educational suppliers. Harrods (Export Department) would be able to supply most of the requirements.

Families going overseas are recommended to obtain these materials before departure.

### THE TEACHER'S HANDBOOK

This is a condensed guide to the theory and practice of home teaching which should be used in conjunction with this Programme. It contains advice on how to understand the growing child as well as on how to teach him. Each subject is dealt with in a separate section. It has been kept brief so that even the busy parent can study it.

### ASSISTANCE IN TEACHING

The circumstances under which home teaching takes place vary enormously. Parents are advised to seek assistance from friends and colleagues wherever it is appropriate. Not only is a subject or a hobby taught by another person a welcome change but real ability can in this way be harnessed, whether it be mathematical, technical or musical.

### THE CURRICULUM

The PNEU course deliberately covers a broad range of subjects. Our aim is to produce soundly educated children who will develop into mature, cultured adults. The PNEU child is marked by a high standard of literacy, mathematical competence, a wide field of knowledge and an enquiring mind.

At this stage, the child will not 'study' subjects but will read and talk about stories, will make models and articles related to the subjects and will act, mime, paint and draw to acquire a better understanding of each topic.

In Year 6 children should be able to read their textbooks for themselves. In the home schoolroom books should be read aloud from time to time to make sure there is fluency and understanding. Pupils should be encouraged to narrate (see Teacher's Handbook pp. 7-9) the substance of what has been read.

### TESTS

Test papers (with answers) in English, Mathematics and General Knowledge will be supplied as part of the course.

### THE PNEU JOURNAL

The PNEU Journal is issued quarterly and contains articles of general educational interest as well as information on PNEU.

### RECORDS

In the United Kingdom, local education authorities are required to satisfy themselves that the education of all the children in their area is adequate. Parents responsible for home-school pupils must keep a Record of Work and an Attendance Register as they may receive visits from LEA Inspectors or Education Welfare Officers. In some other countries similar conditions may be encountered.

## SYLLABUS

### RELIGIOUS KNOWLEDGE

Use any edition of the BIBLE. The New English Bible and other modern translations are particularly appropriate.

Wherever possible correlate your work with Art, English, Nature Study and other subjects.

Modern translations of the Bible: The New English Bible — illustrated edition (British and Foreign Bible Society, £1.00). The Jerusalem Bible — School Edition (Darton, Longman & Todd, £2.00).

#### Old Testament

Term 1: I Samuel chapters 18-31

Term 2: II Samuel chapters 1-19

Term 3: I & II Kings

#### New Testament

Term 1: St. Luke chapters 1-8

Term 2: St. Luke chapters 9-18

Term 3: St. Luke chapters 19-24



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# TIME-TABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 9.30	Religious Knowledge	Religious Knowledge	Creative Writing	Religious Knowledge	Religious Knowledge
9.30 – 10.00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10.00 – 10.30	History	English Language	History	Geography	Literature
10.30 – 10.50	BREAK				
10.50 – 11.10	French or Visual Education	Writing	Dictation	French or Project Work	Writing or Latin
11.10 – 11.40	Literature	Outdoor Geography	Literature	English Language	Leisure Reading
14.00 – 14.30	Music Appreciation or Singing	Picture Study	Nature Walk	Art and Craft	Science
14.30 – 15.00	P.E.	Art and Craft	Nature Walk	Art and Craft	Science
15.00 – 15.30	P.E.	Art and Craft	Nature Paintings & Notebook	Singing	P.E.



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## ENGLISH

### Language

At this stage a child should be able to do all the written work required by the Language book set but this will probably be unnecessary as some exercises can be very satisfactorily done orally. Some oral work should always precede a written exercise.

BETTER ENGLISH, BOOK 5 by R. Ridout (Ginn, £1.53)

Term 1: pp. 7-43

Term 2: pp. 44-79

Term 3: pp. 80-111

For more formal grammar: First Grammar Lessons by Charlotte Mason, Parts 1 & 2 (PNEU, 10p each).

### Practice and reference

Pupils who have used the earlier books in the Everyday Writing series by Ruth Fagg should use for writing practice Book 5 (U.L.P., 50p).

Spelling and dictation work may be done from the later part of Essentials in Teaching and Testing Spelling by F. J. Schonell (Macmillan, 50p).

For reference: The Little Oxford Dictionary (£1.50)

### Creative Writing

TOWARDS CREATIVE WRITING 2 by S. Lane & M. Kemp (Blackie, 88p)

Suggestions for dealing with this subject are to be found in the Teacher's Handbook.

### Literature

#### Legends

*The Heroes of Asgard*  
~~STORIES OF KING ARTHUR AND HIS KNIGHTS~~ by B. L. Picard (Oxford, £2.50)

Term 1: pp. 1-100

Term 2: pp. 101-193

Term 3: pp. 194-292

#### Set Fiction

Term 1: THE WOOL-PACK by Cynthia Harnett (Puffin, 50p)

continued overleaf



Term 2: PUCK OF POOK'S HILL by Rudyard Kipling (Piccolo, 50p)

Term 3: THE SECRET GARDEN by F. Hodgson-Burnett (Puffin, 50p)

### Poetry

THE SHELDON BOOK OF VERSE 2 (Oxford, <sup>147</sup>82p)

This Way Delight edited by Herbert Read (Faber, 75p)

Shakespeare — for Schools only

Term 1: The Merchant of Venice

Term 2: Coriolanus

Term 3: A Midsummer Night's Dream

### Leisure Reading

The Nargun and the Stars by Patricia Wrightson (Puffin, 40p)

We Didn't Mean to Go to Sea by Arthur Ransome (Puffin, 60p)

Colonel Shepertons Clock by Philip Turner (Oxford, 40p)

The Painted Garden by Noel Streatfeild (Puffin, 40p)

The Ghost of Thomas Kempe by Penelope Lively (Piccolo, 35p)

Tom Ass by Ann Lawrence (Puffin, 40p)

Rupert Hatton's Tale

## MATHEMATICS

Children should be trained from the outset to date and label all work.

The teacher should insist that all working be set down in a logical and orderly manner. Many children at this stage are able to do a great deal of the work mentally but it is essential for future learning that they learn to write down mathematically the steps in their thinking. Many children will consider this a waste of time but it should be pointed out to them that it is necessary to train themselves gradually in this way. In Mathematics mistakes cannot be found and rectified unless the working is visible.

Every child must have sufficient practice at each stage for the process concerned to become automatic. The book should supply adequate practice but more may be needed occasionally. Making up suitable questions or exercises will usually present no difficulty but, if further help is required, the tutor should be contacted.

All tables should be known thoroughly by this age. If they are not, the teacher should make sure they are learned soon and, if necessary, a table-square should be used in the meantime.

Incorrect answers may occur at this stage because figures have not been placed in the right column. This means that place value has not been properly understood and time should be spent correcting this.

Sometimes children who have been working well, come to a point where unexpected difficulty is encountered. This is often caused by insecure foundation work of the process concerned. When this occurs go back to the beginning and work through, until the point of not understanding is reached and teach from there.

### Teaching

It cannot be assumed that a process has been grasped until some time has elapsed and a check made. The steps for teaching and testing are:—

- teach the process
- practise the process
- a week or so later, revise the process — it may have to be re-taught
- repeat (c) until mastery appears to have been gained
- test the process
- re-test from time to time

### Problems

The child should be trained to:—

- read through the whole question
- think what it means
- re-read it carefully and decide what has to be done. There are only four possibilities: addition, subtraction, multiplication or division
  - is a larger answer expected? then + or x
  - is a smaller answer expected? then — or ÷
- if more than one process is required for solving the problem, break it down into steps and solve each in turn, writing down each step as it is thought out
- re-read the question and check that the answer given is the answer required.



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## Check list

The check list is provided so that processes may be marked off as they are understood and can be applied. It is not expected that all children will be able to manage all the processes covered by the end of the year. It is something at which to aim and will draw attention to weaknesses.

### The 4 processes + - $\times$ $\div$ used in:

- number to thousands
- number to two places of decimals.
- money
- weight kg. g.
- capacity l. ml.
- distance km. m. mm.
- fractions with whole numbers
- long multiplication
- long division
- bills
- read any number (within reason)
- know place value of any number
- add on 10      100      1000
- subtract 10      100      1000
- multiply by 10      100      1000
- divide by 10      100      1000
- arrange numbers in order of magnitude

### Time:

- tell the time
- know months and days of the week
- know rhyme of the months
- table of time from seconds to years
- read and use a time-table and calendar
- read and give times using a 24 hour clock
- rectify 'fast' and 'slow' times
- calculate intervals between given times
- understand km.p.h. and be able to do simple calculations concerning speeds

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## Decimals and other fractions:

- convert fractions to decimals and percentages
- convert decimals to fractions and percentages
- improper fractions to mixed numbers
- mixed numbers to improper fractions
- cancelling and equivalent parts
- calculate fractional parts (vulgar and decimal) of given quantities  
e.g.  $\frac{7}{8}$  of 1.5kg
- read and use a scale (plans and maps)

## Shape:

- know the properties of and construct accurately —
- squares, rectangles, parallelograms, trapeziums, triangles —
- right-angled, isosceles, equilateral, scalene
- lines which are perpendicular to one another
- circles — radius — diameter — circumference
- recognise and name:—
- cubes, cylinders, spheres, polygons,
- hexagons, pentagons, octagons
- use a protractor
- find perimeter and area of regular shapes and triangles
- calculate volume of boxes etc.
- fix a position on a map or chart

## Sets:

- make use of signs { } =  $\in$   $\subset$   $<$   $\neq$   $\not\subset$   $\not\subset$   $>$   $\emptyset$

### use and construct:

- graphs, symmetrical shapes, pie charts
- recognise Roman numerals
- calculate averages
- convert a denary number to a variety of bases
- find the value of x in a simple equation
- do problems in unequal division
- understand the meaning of:
- quotient, product, numerator, denominator



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ALPHA MATHEMATICS, BOOK 4 by Goddard & Grattidge (Schofield & Sims, £1.06) with ANSWER BOOK (80p)

Term 1: pp. 1-29  
Term 2: pp. 30-61  
Term 3: pp. 62-92

or, if a pupil is having difficulty with this subject and needs to work at an easier pace, BETA MATHEMATICS, BOOK 4 by Goddard & Grattidge (Schofield & Sims, £1.06) with ANSWER BOOK (80p)

Term 1: pp. 1-29  
Term 2: pp. 30-61  
Term 3: pp. 62-92

Recommended for the pupil who enjoys Mathematics and wants to spend extra time on it: World of Mathematics (Let's Discover Mathematics, Book 5) by L. G. Marsh (Black, 95p) with Answer Book (35p).

## HISTORY

A time chart will greatly help to develop a pupil's sense of time. It is well worth trying to find a fairly large stretch of wall somewhere in the house, or at least under cover, and using it for this purpose.

A pupil who is to spend several years in the home schoolroom will derive much help and pleasure from a time chart and it is possible to benefit from it even in one year. Attention should be drawn to what has previously been seen or heard so that this is incorporated with newly acquired knowledge and gradually a background of historical knowledge is built up.

To make the chart, a horizontal line should be painted or pinned on, so that pictures and written work can be pinned on both sides of it. Label the line in centuries (or ages for prehistory) but make the labels movable so that extra space may be available when required. The child's own work may be put up and magazine pictures, postcards, picture cards, etc. may all be used. Many items may be incorporated apart from straightforward historical studies, e.g. environmental details, scripture, book reviews of historical tales, poems, architecture, exploration, inventions, etc.

Term 1: THE ROMANS AND THEIR EMPIRE (Cambridge, <sup>1.77</sup>£1.50)  
Term 2: BARBARIANS, CHRISTIANS AND MUSLIMS (Cambridge, <sup>1.77</sup>£1.50)  
Term 3: EUROPE FINDS THE WORLD (Cambridge, <sup>1.77</sup>£1.50)

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History for Year 6 attempts to give a resumé of European peoples and events from the time of the Romans to the end of the period of world discovery. Most children should have gained, during the years at Primary School, a working knowledge of the day to day life of the period — homes, costume, transport etc. in Britain. This knowledge should form a background to the wider concepts which this year's syllabus introduces. However, if a child has not had the earlier teaching, the work covered this year will give a good general base from which to work in the future.

Each book covers a term's work and the topic books that are recommended for each term would be useful additions to the pupil's bookshelf.

### Term 1

#### The Romans and their Empire

extra topic book: The Roman Army (Cambridge, <sup>1.12</sup>£1.00)

The following points might be considered as a basis for notes or topic work. No pupil is expected to cover all these points; it is necessary to be selective.

1. Find out about the character, appearance, dress, home and public life of a patrician. Would you have enjoyed such a life or would you rather have been a plebian?
2. Try to find some of the stories of early Rome to read if you have not read them already — Macaulay: Lays of Ancient Rome.
3. Find out about Roman government. Find out about the initials S.P.Q.R.
4. Is the 'veto' still used anywhere? If so, where and how?
5. How did the citizens of Rome become rulers of so much of the then known world? Draw a series of maps to show this development — remember to label them carefully and give the date of each stage.
6. Find out about the Punic Wars.
7. Do you think the character of the Romans changed over the centuries? If so, was it for the better or not?
8. Make a list of the advantages a Caesar had.
9. How did Rome keep in touch with her Empire?
10. What advantages did a Roman have during the time of the Empire? What were the disadvantages if any?
11. Find out all you can about the Roman Army.
12. Study the maps on pages 64-66 carefully alongside a modern atlas.
13. How did the Romans protect their interests in Britain?
14. How did Roman power eventually end?
15. How did Christianity become the religion of the Empire?
16. Find out if the Roman Empire completely disappeared. Does the fact that it existed still affect our lives today?

### Term 2

#### Barbarian, Christians and Muslims

extra topic book: Muslim Spain (Cambridge, <sup>1.12</sup>£1.00)

1. There is no need to go into the various movements of peoples in detail but the maps should be studied carefully while reading the text. This will give an under-



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standing of the beginnings of modern Europe and how peoples came to be where they are now.

2. Find out about the social structure of the migrant peoples.
3. Who were the Huns? Find out about Attila.
4. Find out about Britain in the 5th and 6th Centuries.
5. Use a map to find four place names of Roman (Latin) derivation and four of Anglo-Saxon.
6. Find out about the legend of Arthur. Do you think it is founded on fact?
7. Find out about the Welsh people — why are they so named?
8. Try to make an accurate model of an English village and its environs during the Anglo-Saxon period.
9. Try to find out more about "Beowulf".
10. Explain why you think men chose to be monks and the rules they lived by.
11. Find out the place furthest from Ireland which had an Irish bishop.
12. Explain how Augustine became the first Archbishop of Canterbury.
13. Find out about Northumbria in 627 A.D.
14. Make a list of scholars and saints in England at this time and the places and work associated with them.
15. Find out about the Byzantine Empire.
16. Find out about Muhammed and the Koran.
17. Make a list of the achievements of Islamic civilisation.
18. What stories do you know which were written at this time by Muslim writers?
19. How did the Holy Roman Empire begin? What happened to it in modern times.
20. Why do you think people migrated? Do they still do it?
21. Pretend that you are a Viking. Give yourself a name and write a story about one of your adventures.
22. How did local nobles become powerful and eventually form what became the Feudal System.
23. List the ways in which Alfred served his country.
24. Find about the first kings to rule over the whole of England.
25. Find out how England was ruled during the second half of the Tenth Century.
26. Trace the steps by which Edward the Confessor became king.
27. Find out what happened in 1066 and what resulted from it.

### Term 3

#### Europe Finds the World

extra topic books: The First Ships Round the World. Hernan Cortes, Conquistador in Mexico (Cambridge, £1.00 each)  
1.12

1. Draw a blank outline map of the world on as large a sheet of paper as possible. Mark on it all the places mentioned which supplied Europe with goods during the Middle Ages. Add to your map from other sources you may have available.
2. Find out about Prester John.
3. What do you know of China in the 13th Century.
4. Study carefully the map and notes on page 18.
5. How did Henry the Navigator encourage exploration?
6. Find out about the navigational aids used at this time.
7. Why do we measure the speed of ships in knots.

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8. Begin to make notes about the Slave Trade and add to it as you acquire more information.
9. Find out about Christopher Columbus.
10. What do you know about the sea way to the East?
11. Make some brief notes on the religions of India.
12. Find out why trading nations need bases.
13. Describe how Portugal founded, held and eventually lost her Empire.
14. Find out why the West Indies are so named.
15. Find out about the first Europeans to see the Pacific Ocean.
16. Find out about the first circumnavigation of the world.
17. Try to find out more about Cortes and the Aztecs.
18. Write briefly on the Incas, Peru and the conquest of South America.
19. Draw a map of the Americas and shade in various colours the areas of conquest — name the conquerors.
20. What were the advantages and disadvantages of Spanish rule in Central America?
21. Find out why the Indian population of New Spain dropped so rapidly during the 16th Century.
22. What did Spain do with her new-found wealth?
23. Find out what you can about the north-west and north-east passages.
24. What were the ideas behind the forming of Merchant Adventurers' Companies?
25. Why did European countries try to gain colonies?
26. What do you know about China and Japan during these centuries?
27. Find out about the Samurai.
28. Find out about Henry Morgan.
29. Read page 95 very carefully. What do you think about the points raised there?

## GEOGRAPHY

THE YOUNG GEOGRAPHER, BOOK 4 by Haydn Evans (Wheaton, 94p) <sup>1.00</sup>

Term 1: pp. 5-28

Term 2: pp. 29-53

Term 3: pp. 54-82

Ideas for activity work will be found in the textbook.  
NELSON'S JUNIOR ATLAS (Nelson, 76p). <sup>1.12</sup>

Pupils should be encouraged to use the atlas as this is invaluable training for later studies. However, at this age they cannot be expected to use the atlas unaided and it will be adequate simply to ensure that the child becomes familiar with handling it, notices the shape of countries mentioned and understands what a map is.



## SCIENCE

Work from Science 5-13 METALS —Stages 1 & 2 (Macdonald, £1.47) and STRUCTURES AND FORCES (Macdonald, £1.77)

and/or RECORDING by O. Martin (Warne, 59p)

Term 1: pp. 3-29

Term 2: pp. 30-53

Term 3: pp. 54-79

with LOOKING AT LIFE by E. Proctor (Black, £1.12)

Term 1: pp. 5-17, 39-48

Term 2: pp. 18-26, 49-60

Term 3: pp. 27-38, 65-73, 76-79

### Science 5-13

**Metals:** the authors' philosophy is outlined in the Introduction. Teachers will also find their comments on **Teaching techniques** (p.8) interesting and useful. Certainly at this stage of the course, teachers should be giving much thought to the items **Discussion**, **Recording** and **Integration**.

Start by making a collection of metallic articles, listing their uses and origin (pp. 14 and 54) as this will lead to work on the properties of metals (p.16). These activities will provide an opportunity to develop electricity and magnetism further (pp. 20-23 and pp. 46-48). Other properties well worth investigation are **Conduction of Heat** (p.36); **Springs** (p.39); **Expansion** (p.44) and **Corrosion** (p.49).

**Structures and Forces:** the natural interest children have in making, observing and using structures is outlined in the Introduction. It is pointed out that a project on **Structure** crosses many boundaries and provides an opportunity for integration in science. Some of the Stage 1 and Stage 2 objectives that might be attained in the project are listed on pages 5 and 6. Start by making some structures with paper, card, straws and sticks (chapter 4). This work will serve to focus the pupil's attention on both natural and man-made structures, particularly bridges (chapter 6). Bridges should be constructed and tested as described in chapter 8. A useful exercise (also in chapter 8) is an investigation into the strengths and weaknesses of various adhesives (p.64). Children will be fascinated by large scale experiments using levers and pulleys (page 68 and page 70). Later work might deal with domestic buildings, building materials (chapter 5), road construction (page 53) and finally natural structures (chapters 9 and 10).

### Nature Study

Keep a Nature Diary using a NATURE NOTE BOOK (25p) and use for reference LET'S GO OUT by M. Gladding (PNEU, 20p).

For reference in the U.K. use the Observer's Pocket Series (Warne, 75p each) Birds; Wild Flowers; Butterflies; Trees; etc.

## FRENCH (optional)

LA LANGUE DES FRANÇAIS, PREMIER LIVRE by J. R. Watson (i-88) (£1.59)

Term 1: lessons 1-5

Term 2: lessons 6-9

Term 3: lessons 10-12

or A FIRST FRENCH BOOK by W. F. H. Whitmarsh (Longman, 94p)

Term 1: lessons 1-6

Term 2: lessons 7-12

Term 3: lessons 13-18

Supplementary reading: Paul et Jacqueline by A. L. Carré (U.L.P., 56p). The 'Read about France' series by Julian Popescu (Wheaton) and the 'Bon Accueil les Gosses' series by D. J. Jenkins (Ginn) — apply to the School for details of these.

## LATIN (optional)

THE APPROACH TO LATIN, FIRST PART by J. Paterson & E. Macnaughton (Oliver & Boyd, 71p)

Term 1: pp. 4-24

Term 2: pp. 25-40

Term 3: pp. 41-57

## PICTURE STUDY

One artist will be studied each term. Reproductions of pictures by the artist for the term are obtainable from the PNEU Office (PNEU, 75p each).

For general approach and method of taking lessons see the Picture Study section in the Teacher's Handbook.

## ART & CRAFT

For work throughout the year, choose from the I CAN DO IT series by Mell & Fisher (Schofield & Sims, 94p each) 1-06



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Book 1: PRINTING

Book 2: WORKING WITH PAPER

Book 3: MODELLING, BUILDING AND CARVING

Book 4: MAKING THINGS FROM ODDS AND ENDS

Book 5: MAKING PICTURES AND PATTERNS

These books give step by step instructions for various kinds of Art and Craft work. Each book contains simple activities suitable for this age group and more advanced work for the child who is particularly interested in this subject.

**Printing** covers: printing with vegetables, rubbers, leaves, cardboard, stencils, paper shapes; printing from plasticine, clay, corrugated card, a tin can; making rubbings; printing mono-types; printing on fabrics; tying and dyeing; making paste patterns.

**Working with Paper** covers: making things with strips of paper; folding and cutting to make patterns and chains of figures; masks and hats; making lanterns and crowns; paper animals, fishes and birds; spinning windmills and spirals; nets and stretching paper chains and figures.

**Modelling, Building and Carving** covers: modelling with dough; modelling with clay — making a thumb pot, a pellet pot, a thumb pot animal, making slip, modelling birds and animals, making clay reliefs, making clay jewellery and clay people, making masks, making coil pots, using slabs of clay; modelling with wire; building with cardboard and balsa wood; building and modelling with polystyrene; carving candles; carving with soap; carving a block of plaster.

**Making Things from Odds and Ends** covers: making and using papier mâché; working on a mould; using rolled newspaper or magazines; modelling with newspaper on a wire framework; making puppets; making a peepshow in a cardboard box; making masks; using string, pipe cleaners and drinking straws; making models and decorations from scrap.

**Making Pictures and Patterns** covers: using crayons in various ways; chalk and crayon transfers; making rubbings; all kinds of collage; using coloured paper and cellophane for stained glass patterns; painting — using various brushes, all-over patterns, stripe and repeat patterns; mixing paint with sand, paste, sawdust etc; using inks; pictures and patterns without brushes; finger painting; painting from imagination; painting what you see; painting from memory; drawing.

For reference: Art and Craft in the Primary School by J. Dean (Black, £1.85). Young Art by J. F. Lacey (Van Nostrand Reinhold, £2.70).

To stimulate visual education, the following books may be studied:

Learning to See, Book 3 by Kurt Rowland (Ginn, £1.24p) with Workbook (35p) and Teacher's Book (60p).

## MUSIC

**Music Appreciation** (optional)

The work of the composer set for the term:

Term 1: Rachmaninov

Term 2: Delius

Term 3: Haydn

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Teacher's reference notes for each composer are available from the PNEU on request.

## Singing

<sup>47</sup>  
SING TOGETHER (Oxford, 20p melody edition, 90p piano): 100 songs for unison singing arranged by W. Appleby & F. Fowler.

Highly recommended: My History of Music by Irene Gass (Zebra, 30p). A list of records and cassettes, recommended as 'Music for Enjoyment', can be obtained from the PNEU on request.

## PHYSICAL EDUCATION

Daily exercise, e.g. walking, swimming, dancing, skipping and games.

Music and Movement records (EMI 7EG 8727 and 8) can be obtained from Harrods (Export Department).

Better Swimming by N. W. Sarsfield (E.P., 30p).

## APPENDICES

### 1. Educational Materials

3-6 lined exercise books for English

3-6 lined or plain exercise books for Maths

2 squared exercise books (6mm squares) for Maths

2 plain exercise books for Geography

or

12 folders

5 pads lined paper

5 pads plain paper

2 pads squared paper

pad of graph paper

Tags for folders

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Kitchen or sugar paper

2 pads cartridge paper

Pencils — lead and coloured

Felt-tipped pens



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Fountain pen preferably with an italic nib

Ink or cartridges

Spare nibs

Ruler — cm and mm

Set squares — 45° and 60°

Protractor

Pair of compasses

Pencil Sharpener

Rubber

Poster paints

Water colours

Brushes for above

Gummed coloured squares

Adhesive

Cold water paste (Polycell)

Magnifying glass

Scissors

Paper fasteners

Magnetic compass (pocket type)

Lens (convex or concave)

Bar magnet

Calendar

Electrical equipment e.g. switch, wire, batteries, bulb-holder

#### Optional

Wire

String

Double punch

Torch

Sellotape

Simple microscope and slides

Measured container (e.g. litre jar)

Musical instrument (e.g. string or woodwind)

Camera

#### Collect

(for Art and Craft)

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Coloured pictures from magazines

Oddments of material

Containers and boxes

(for project work, illustrating notes & time chart)

Picture cards

Postcards

Stamps

Mechanisms, e.g. old clocks, watches, locks etc

## 2. Music for Enjoyment (P.5.)

We shall be pleased to send on request a list of records and cassettes compiled under the following headings:

Quiet, Dignified Music

Lively, Tuneful Music

Descriptive Music

Stories in Music

## 3. Reference Books

A list of reference books will be sent on request. Though really meant for older children, it will serve to lay the basis of a reference library to be used as the child grows.

## 4. Charlotte Mason's Educational Principles

The PNEU was founded in 1891 by Charlotte Mason and based its work on principles worked out by her several years earlier when teaching young children. They are still quite valid and, though modern knowledge permits refinements in theory and method, they are set out below as a guide to the PNEU system.

1. Children are born persons.
2. They are not born good or bad, but with possibilities for good or for evil.
3. Authority and obedience are necessary but must be limited by the respect due to the personality of children which must not be encroached upon.
4. We are thus limited to three educational instruments: the atmosphere of environment, the discipline of habit and the presentation of living ideas



from which arises the PNEU motto: Education is an atmosphere, a discipline and a life.

5. *Education is an atmosphere* means that a child should not be isolated in a specially adapted "child environment" but we should take into account the educational value of his natural home atmosphere and let him live freely among his proper conditions.
6. *Education is a discipline* means the discipline formed definitely and thoughtfully, of mind or body.
7. *Education is a life* means the need of intellectual, moral and physical sustenance.
8. The child's mind is no mere receptacle as the Herbartian doctrine says but is rather a spiritual *organism* with an appetite for all knowledge.
9. *Education is the science of relations*, i.e. a child has natural relations with a vast number of things and thoughts.
10. A syllabus must therefore include three points:
  - (a) A child requires much knowledge, for the mind needs sufficient food as much as the body.
  - (b) The knowledge should be various to satisfy curiosity.
  - (c) Knowledge should be communicated in well-chosen language because his attention responds naturally to what is conveyed in literary form.
11. The educability of children is normally greater than has hitherto been supposed and is but little dependent upon circumstances such as heredity and environment.
12. There are two guides to moral and intellectual self management to offer to children; the way of the will and the way of the reason.
13. Children should be taught as they become mature enough to understand such teaching that the responsibility that rests on them as "persons" is the acceptance or rejection of ideas.
14. No separation between the intellectual and spiritual life of children can be allowed to develop.



Preparatory Class

Year 1



## Parents' National Educational Union

Murray House, Vandon Street, Buckingham Gate, London, SW1H 0AJ

1977 – 1978

### EDUCATIONAL PROGRAMME

This programme is designed for use only with pupils in PNEU Schools and in the Home Education Division. It must not be lent or used for any other purpose.

"Children are born persons" – Charlotte Mason  
PNEU Motto: "I am, I can, I ought, I will"

### GENERAL NOTES

This programme sets out the syllabuses and book lists for the Preparatory Class and is planned to cover one year's work divided into 3 terms of about 10 weeks duration.

#### BOOKS

The initial books required will be despatched to overseas addresses by surface or air mail as directed, the appropriate postal and handling charges being debited. Members going abroad are advised that books should be obtained before departure if possible.

Subsequent requirements of books may be ordered from the PNEU by post on Form R7. 25% of the cost of the books should be added to the payment for postage and handling if sent by surface mail, and 75% if required to be sent by air mail.

Members may find that some books are unobtainable and alternatives will be sent in their stead.

The price given in the Programme is that in force at the time of going to press.



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## RECORD BOOK

Children in the United Kingdom may work at home only with the approval of the local education authority. A daily Record of Work Book must be kept and be available for inspection by an authorised officer.

## PROGRESS REPORTS

Parents are expected to send a completed Report Form N at the end of each term of about ten weeks work.

The Report should indicate:

- (a) the exact stage reached in the basic subjects and the child's facility in dealing with them;
- (b) progress made in other subjects and the child's attitude towards them;
- (c) a specimen time-table for a normal day's work.

Reports and queries may also be sent in at more frequent intervals.

## EDUCATIONAL MATERIALS

A list of requirements is set out in Appendix 1 and they should be obtained from any convenient supplier. Should there be any difficulty, please refer to your tutor.

Families going overseas should obtain the articles before departure.

## TEACHING THE FIVE YEAR OLD

The undoubted success of PNEU home-teaching arises from many things—the type of family involved, the determination of parents to see that they make up for any lack of schooling for their children, the absence in many places of modern distractions and the keenness of the children. Parents occasionally tell us of personality clashes and the unwillingness of children to settle down and work at home.

But this is rare and in most PNEU families success is inevitable. Indeed, over-achievement is commoner, in the home-school, than under-achievement and is more serious for it means that later stages of work have been begun without the child having fully mastered earlier stages. Careful, methodical, unhurried teaching is as important for one child as it is in a classroom.

As the child comes up to his fifth birthday, he is prepared to begin his formal education. Not only has his physical and mental growth reached a stage at which he is capable of learning complicated processes of which the most important is reading, but he will almost certainly expect to begin school

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and may have started on some tentative efforts to spell and count. There are distinct limits to his learning capacity. Interest is not sustained for long and one idea will be dominant in his mind at any time. He is incapable of logical, sequential thinking, for he is in what Piaget has named the **intuitive stage**.

For this reason, understanding how we teach is called for if the child is to learn what is required of him. He has, what are to the adult, odd beliefs about shape, size or number. Intellectually then, he demands to be fed but in a way which permits mental growth.

The emotional side demands equal understanding. He still needs play—that process which is vital to healthy development. Through play he learns to grow, through play he works out his anxieties and tensions. With related activities like painting, modelling, acting and role play, it is a way of finding an identity and finding out about other people. He is leaving the self-centred attitude of the small child for his first steps to maturity.

The physical need for play — exercise, adventure and the acquisition of skills — is just as important. Play also gives pleasure and this should be the keynote to teaching young children. The nearer learning is to play at this age, the more successful it will be.

"When work is play and play is life" does sum up the ideal situation for early learning. Yet he will have to become accustomed to physical restraints, sitting still, being quiet, being told to do or not to do things. His initial pre-school training and discipline as a member of a family, will now stand him in good stead. There will of course be many satisfactions to be gained from his lessons to offset the constraints. Pleasure in achievement, physical and mental, pleasure in enhanced understanding, pleasure from painting or from hearing stories, music and poems.

**Learning to read** is rightly regarded as the key objective of the first steps in education. It is essential to realise that reading is one part of a 'cultural complex'. Recent studies have conclusively shown that a child from a home where talk is encouraged from a child's earliest days, where parents converse with each other and their family in complete sentences and use a wide vocabulary, where books and papers are to be found, and used, where the parents take the trouble to involve the child in everyday events and where his questions are answered fully and with patience (or sometimes resignation) has the best basis for success in education. Fortunately most PNEU homes are of this type but it does need effort at times to maintain these standards.

## THE SYLLABUS

The PNEU course set out in the syllabus section devotes a lot of attention to the acquisition of reading skills but we have deliberately planned a full curriculum so as to prepare the child for the future. Of course, these subjects will not be 'studied' as they will when the child is older but they will reveal



the wonder, the scope and the beauty of the living world. From the start, emphasis is placed on the appreciation of nature. Nature walks are an essential part of our system whether the family lives in town or country. He will, as well, find sufficient outlet from craft work but no pressure to attain standards of 'manual dexterity' should be applied at this stage.

## THE PARENT AS TEACHER

The loving and caring relationship between a mother and her child is now extended to the more formal atmosphere of the home school-room. The qualities of a good mother are transferred to the teacher — a quiet but determined manner, a gentle voice used to elicit a response from the child, patience and a perception of a young child's needs and limitations. Along with it must go the capacity to prepare work and material suitable for the child. A mother's role will be enhanced by a study of child development, if this is possible, but the cultivation of a somewhat more detached and objective attitude to the child is a great help. It is no bad idea to sit back from time to time and assess your efforts as a teacher.

However, informality is possible in a one-to-one or one-to-two teaching situation and, with constant encouragement, it will usually be found that a child makes rapid progress. Praise, if only by the word "good", is the most valuable tool of a teacher. Conversely, correction or blame should be conveyed carefully, never harshly or sarcastically.

For teaching the young child, there is no need to acquire a broad background knowledge of facts as there is with older children, but it is important to build up a power to judge your child as a pupil, in the light of his mental ability and personality traits. You must judge what he can learn and how fast. Mistakes in the early years can give rise to educational and emotional problems later on. The founder of PNEU, Charlotte Mason, discovered the advantages of letting a child get on on its own with the teacher's role limited to explanation, encouragement and correction of mistakes. She stressed too that a teacher should not talk 'at' children but should speak to the point and in a way the child understands.

Charlotte Mason summed it up declaring:

"Education is an Atmosphere, a Discipline, a Life".

By this, she meant that children should live in a natural home atmosphere and not in artificial surroundings: that disciplined habits of mind and body would be learned; and that the child needs intellectual, moral and physical sustenance so that life can be lived to the full.

## THE TIME-TABLE

At this early stage of learning the time-table is flexible and allows lengthy breaks. Daily lessons should be regular but informal and the time-table regarded as a guide to a well-assorted arrangement of activities, free play and story times. Children of this age need both quiet times and active ones. They should get as much exercise as possible, both indoors and out-of-doors.

Some mothers will find a morning session long enough, with story-telling in the evening. Appropriate amendments to the time-table as set out must then be made. The main point is that whatever pattern of work is established should be kept to. Reading, Writing and Mathematics lessons should never last longer than 15 minutes and, in the early stages, 10 minutes will be enough. Story time should be no longer than 20 minutes and may be much shorter.

The following plan of work offers a suitable variety of organised occupations for each day: it should be noted that Reading, Writing and Mathematics are never taken consecutively. Extra time has been allotted to Art & Craft because the child should help to prepare the materials for a lesson and learn to clear them away afterwards. At least 10 minutes will be spent doing this so that the actual lesson time will be 15 to 20 minutes, depending on the interest the child shows.

Monday—	morning:	Religious Knowledge (15 minutes) Reading (15 minutes) ..... Break for play, rest, milk, etc. (1 hour) ..... Art & Craft (30 minutes) Mathematics (15 minutes) .....
	afternoon:	Geography (15 minutes) Writing and Writing Patterns (15 minutes) Singing Games (15 minutes)
Tuesday—	morning:	Religious Knowledge (15 minutes) Mathematics (15 minutes) ..... Break for play, etc. (1 hour) ..... Art & Craft (30 minutes) Reading (15 minutes) .....
	afternoon:	Tales (20 minutes) Writing (10 minutes) Nature Walk



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Wednesday—	morning:	Reading (15 minutes) Poetry (15 minutes) ..... Break for play, etc. (1 hour) ..... Mathematics (15 minutes) History (15 minutes) Music (15 minutes) .....
	afternoon:	Writing and Writing patterns (15 minutes) Art and Craft (30 minutes)
Thursday—	morning:	Religious Knowledge (15 minutes) Mathematics (15 minutes) ..... Break for play, etc. (1 hour) ..... Singing Games (15 minutes) Reading (15 minutes) Tales (15 minutes) .....
	afternoon:	Writing and Writing Patterns (15 minutes) Outdoor Geography (20-30 minutes as required)
Friday—	morning:	Religious Knowledge (15 minutes) Reading (15 minutes) ..... Break for play, etc. (1 hour) ..... Art & Craft (30 minutes) Mathematics (15 minutes) .....
	afternoon:	Music (15 minutes) Writing and Writing Patterns (15 minutes) Games (15 minutes)

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## SYLLABUS

The PNEU curriculum deliberately covers from the start a wide range of subjects. Of course these will often overlap but the purpose is to stimulate interest and to lay the basis of a cultivated mind. However, particularly in these earliest stages, the teacher would be well advised to drop altogether or proceed very slowly with topics and subjects which are clearly beyond the comprehension of a child or fail to interest him.

## RELIGIOUS KNOWLEDGE

The PNEU educational system was founded on sound learning and the Christian religion. Most of the families enrolled still find its emphasis on Bible readings and stories of essential value but we recognise that parents with other religious beliefs or views may wish to present Religious Knowledge in a different way or to omit it from the time-table.

### The Bible: any edition

Recommended for those who wish to use a simplified version: A Child's Bible — Old Testament (Piccolo, £1.25). A Child's Bible — New Testament (Piccolo, £1.25). Stories from the Bible (Old Testament) by Walter de la Mare (Faber, £2.75).

After the reading or telling encourage the child to talk about the story and, if the subject lends itself to it, to draw a picture of the incident and explain his drawing afterwards. Sometimes there can be a link with Craft and a simple model will be a better illustration than a picture.

### Supplementary material

Ladybird 'Easy Reading' Books (24p each)

1. Jesus the Helper; 2. Jesus the Friend; 3. Baby Jesus; 4. Children of the Bible.

Ladybird Bible Stories (24p each)

1. The Child in the Temple; 2. The Shepherd Boy of Bethlehem; 3. The Little Lord Jesus; 4. Joseph; 5. Moses, Prince and Shepherd; 6. Two Stories Jesus Told; 7. Daniel; 8. Jesus by the Sea of Galilee; 9. Jesus Calls His Disciples; 10. Naaman and the Little Maid; 11. St. Paul; 12. Peter the Fisherman.

My Good Shepherd Bible Story Booklets (Concordia, 20p each)

Old Testament: Bible Heroes People God Chose



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New Testament: Jesus with Us  
Jesus and His Friends

Jesus Helps People  
Our Saviour Lives

My Good Shepherd Bible Story Jig-Saw Puzzles  
(Concordia, 45p each)

Noah's Ark	Jesus and the Wise Men
Crossing the Red Sea	Good Shepherd
Daniel in the Lion's Den	The Good Samaritan
Nativity	Zacchaeus in the Tree
Jesus Stills the Storm	The First Easter
Feeding the 5000	Jesus Rides into Jerusalem

Reference books: Animals, Birds and Plants of the Bible by H. I. Rostron:  
Life in New Testament Times by R. R. Gower (Ladybird, 24p each).

## READING

**The Happy Venture Reading Scheme** (Oliver & Boyd)

Introductory Stage:

**Fluff and Nip** (41p)  
**Fluff and Nip Workbook** (30p)  
**Hide and Seek** (41p)  
**Library Books 1-5** (70p the set)

Stage One:

**Play Time** (47p)  
**PlayTime Workbook** (30p)  
**Story Time** (47p)  
**Library Books 6-10** (70p the set)

Stage Two:

**Our Friends** (53p)  
**Our Friends Workbook** (30p)  
**Saturday Play** (53p)  
**Library Books 11-15** (82p the set)

Recommended for those who wish to do extra phonic work:

**Sounds for Reading** by M. O'Donnell and R. Munro (Nisbet)

**Book 1** (82p)  
**Guidebook for Book 1** (94p)  
**First Practice Book** (12p)  
**Second Practice Book** (12p)  
**Third Practice Book** (12p)  
**Book 2** (96p)

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Guidebook for Book 2 (£1.06)  
First Workbook (43p)  
Second Workbook (43p)

Book 1, and its practice books, are suitable even at the earliest stages of reading, but Book 2 should not be used until a child can recognise about 150 words.

Book 1 leads to the recognition of most of the initial consonants and of the five short vowels used initially. Book 2 studies the consonants and the common consonant combinations and works on the five short vowels used medially or as part of a 'family' ending.

Sounds for Reading is not part of the Happy Venture scheme and most children will find sufficient phonic work in the Happy Venture books to enable them to master the sounds of letters.

## Teaching Reading

There is no one way to teach reading, but the methodical use of a good reading scheme cannot be bettered. PNEU has selected a reliable scheme, the Happy Venture. It combines two methods of teaching reading, whole word recognition and phonic work, so that each approach reinforces and supplements the other. (You do not need to learn many technical expressions, but 'phonic method' is one of the few essential ones. It means a method of teaching reading where emphasis is placed on the sound values of individual letters, or groups of letters, with the object of helping the child to blend sounds to form words). Too many parents become over-anxious about their children's grasp of reading — and encourage them to read before they should. There is no evidence to show that the child who 'reads' — without understanding what he is reading — at 4 does better than the child who starts at 5 and pursues a methodical course.

## Reading Readiness

The idea of 'reading readiness', i.e. a teacher's judgement on whether a child is mentally mature enough to learn to read, has less influence nowadays but it is unwise to assume that instant results will come from their joint efforts or that it will pay to spend a disproportionate amount of school time on learning to read. A parent should follow the time-table set out in Section 4 and the child should then be successful in completing the course. But remember that all children (and teachers) differ and that some will take longer than others, while some will need more encouragement or more practice. Above all, no child should be made to sense a parent's or teacher's anxiety about his rate of progress.

A short period of 2 or 3 weeks for initial acclimatisation should be spent on activities designed to bring words and their use to the forefront of the child's attention and to stimulate his interest. Some directed activities to this end are:



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- (a) keeping the nature diary
  - (b) listening to and repeating rhymes
  - (c) listening to stories and talking about them
  - (d) making sure of the colours to be used in the early Workbooks
  - (e) making and talking about scrap books and news or events books
  - (f) Visual discrimination practice — encouraging the child to point out differences or similarities in pictures
  - (g) practising left to right eye action by following the story in a series of pictures, e.g. in good comics or Tintin books, etc.

### Words and Meaning

It is necessary for a child to **know** the words he meets in a book if he is to be able to read it. Meeting too many unknown words destroys his confidence in his ability to master the reading process. (Of course it does no harm to have the odd word here and there that he has to puzzle out for himself or be told). At the end of each Reader and Playbook there is a list of all the new words it introduces with an indication of the page where each occurs for the first time. These lists are very useful when you are preparing games to teach the words he is going to meet.

The Workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

Repetition is essential for acquiring reading skill. It occurs in the Readers (in **Fluff and Nip** each word is repeated about a dozen times) and the Workbooks supplement this by a variety of activities which are all forms of repetition.

Should the child encounter any but superficial difficulties, these should be noted and special attention given to them so that they are overcome. If blockage is protracted, then it should be referred to your tutor for advice. Similarly, if a child is found to progress rapidly by one technique rather than another, then special attention should be paid to its use but not exclusively so. Rapid progress is not to be achieved by rapid teaching.

### Use of the Scheme

It is recommended that the scheme should be used so as to cover one section each term but that is proposed as a guide, for children must be allowed to work at their own rate. We have already referred to the variation in the rate of mastering the reading process. They do best in a relaxed, happy but purposeful atmosphere.

Games and activities are useful teaching aids but if a child shows impatience with them, their usefulness is over. Should this happen it will be possible to deal with new words as they occur in the text. Children learn to read best by actually reading, i.e. by following continuous written passages. There is prestige value in a 'real' book, which reinforces the realisation that progress is being made when a new book is begun.

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If, for any reason, Stage Two of the scheme has not been reached by the end of the school year, then it should become the first work to be done in the next class, IB. A child who has completed all three stages of the scheme and who is clearly able to progress further without strain should not be held back or made to re-read the books already completed. Your tutor will supply information about later stages of the scheme should you need it. But the great majority of children will progress best in easy stages spread over the year.

### Introductory Stage (First Term)

1. Begin with the **Fluff and Nip Workbook**, discussing and colouring the first picture and introducing the characters by name. Then take several lessons to cover pages 3 - 7 reading the directions aloud to the child.
2. Begin reading **Fluff and Nip** pages 5 - 9; because of the previous use of the Workbook the child should know the first six words in the word list at the end of the book. The next six words, **a, dog, I, see, run** and **to** can be introduced as they occur — he will probably know some of them already — and then they are fixed in the mind by following the reading of pages 5 - 9 with pages 8 - 10 in the **Fluff and Nip Workbook**.
3. Teach the new words for pages 10 - 15 in **Fluff and Nip** (those in the second column of the list at the end of the book) by any or all of the following ways:
  - (a) Word matching — where two identical sets are made of the words to be learned — one for the parent and one for the child. Words might be printed with a felt pen on pieces of card. The parent displays a card and says the word carefully; the child has to find a matching card in his set and read the word from it.
  - (b) Word collecting — using cards as for the above but with a hole punched in the corner of each. Only one set is necessary. The cards are spread out and read aloud several times by the parent who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those he has read correctly on a key-ring or something similar.
  - (c) Word Snap — a version of the card game using the cards made for (a). When both child and parent play the same word instead of calling "Snap!" the word on the card must be called. The one who calls first wins the cards already played as in the original game. The child should not win all the time but should win often enough for his interest to be kept alive.

In all of these activities make use of other words besides those you are trying to teach and choose these from the section of the book he has already read so that there are familiar old friends among the strangers; this will give extra confidence.

4. Read pages 10 - 15 in **Fluff and Nip** and then consolidate by working through pages 11 - 17 in the Workbook. Then re-read **Fluff and Nip** from the beginning to page 15.



5. Teach the new words for pages 16 - 23 in **Fluff and Nip**. Read this section of the book. Consolidate by pages 18 - 25 in the Workbook. Re-read **Fluff and Nip** pages 10 - 23.
6. Teach the new words for pages 24 - 31 in **Fluff and Nip**. Read this section and then consolidate by pages 26 - 32 in the Workbook. Re-read **Fluff and Nip** pages 16 - 31.
7. Read the Playbook, **Hide and Seek**. Prepare the words if the child is having any difficulty in remembering but if he is picking up words quite easily try reading it without preparation. There are fewer new words than in the Reader; the same word but beginning with a capital letter is treated as a new word because this is how it seems to some children.
8. Library Books 1 - 5 are read.

### Stage One (Second Term)

#### Play Time

1. Read pages 2 - 6, taking note of any words not recognised so that they can be taught later by any of the ways given for Introductory Stage (note 3). Continue to do this throughout the scheme. Consolidate the work done by pages 3 - 6 in the Workbook.
2. Teach any words not recognised in pages 2 - 6 and also prepare the next section, pages 7 - 11; the second column of words on page 40 will be useful for finding new words.
3. Read pages 7 - 11 and consolidate by pages 7 - 11 in Workbook. Re-read pages 2 - 6.
4. Prepare pages 12 - 17. Read pages 12 - 17. Consolidate with pages 12 - 17 in Workbook. Re-read pages 7 - 11.
5. Prepare pages 18 - 25. Read pages 18 - 25. Consolidate with pages 18 - 25 in Workbook. Re-read pages 12 - 17.
6. Prepare pages 26 - 33. Read pages 26 - 33. Consolidate with pages 26 - 32 in Workbook. Re-read pages 18 - 25.
7. Some phonic work can begin now. Up to now whole words have been learned by sight but now sound can be stressed for a while. Take one of the phonic 'families' on page 35, for example the one with the 'at' sound. Make cards with c, b, f, h, m, p, r and s on them and one card with 'at'. Help the child to assemble the words by laying one of the single letters before 'at' and reading the result. Try to make little rhymes on the lines of :

Here is Pat;  
He has a cat.

and

Where is the cat?  
Sitting in his hat.

This phonic work should be only one activity among the rest and should not be allowed to go on so long that the child becomes bored with it.

8. Library Books 6 - 10 are read.

#### Story Time

This is read without any workbook consolidation because much of it uses vocabulary already known. The activity of basing drawings on a figure 8 will probably interest a child quite apart from the reading matter.

1. Prepare and then read pages 2 - 8.
2. Prepare and read pages 9 - 14.
3. Prepare and read pages 15 - 20.
4. Prepare and read pages 21 - 29.
5. Prepare and read pages 30 - 35.
6. Prepare and read pages 36 - 45.

### Stage Two (Third Term)

#### Our Friends

1. Teach the words in the first column of the word list on page 52. Pages 1 - 7 are then read aloud by the child. Consolidate by working through pages 3 - 7 in the Workbook. The child will read aloud instructions like "Make the shoe red" before doing the colouring. The parent is to give whatever help is necessary in using the Workbook.
2. Teach words in the second column and the two words for page 17. Pages 8 - 17 are read. Complete pages 8 - 17 in Workbook. For revision re-read pages 1 - 7.
3. Teach the words in the word list for pages 18 - 30. Pages 18 - 30 are read. Complete pages 18 - 23 in Workbook. Revise by reading pages 8 - 17.
4. Teach the words for pages 31 - 42. Pages 31 - 42 are read. Complete pages 24 - 30 in Workbook. Revise pages 18 - 30 by reading.
5. Teach the rest of the words on the list and do some phonic work from pages 54 and 55, pointing out families of words that:
  - (a) have the same internal vowel sound
  - (b) rhyme because they have not only the same vowel sound but the same consonant or group of consonants at the end. Simple rhymes might be made up with the parent giving one line and the child supplying the other.

Pages 44 - 49 are read. Then the questions on page 50 are read and answered, the word game on page 51 is played and the riddles are read and answered. This will be consolidated by finishing the remaining pages of the Workbook.

6. Library Books 11 - 15 are read.



**Saturday Play**

1. Teach the new words for pages 3 - 26 (word list on page 64). Pages 3 - 26 are read aloud. It will probably be a good idea to make the little basket — with or without the decorative red berries — but the parent may decide against making paper snow.
2. Teach the new words for pages 27 - 47. Pages 27 - 47 are read.
3. Teach the new words for pages 48 - 63. Pages 48 - 63 are read.

**POETRY**

**The Young Puffin Book of Verse** (60p)  
**The Puffin Book of Nursery Rhymes** (50p)

Poetry lessons should be entirely for the pleasure received from words, sounds and simple meanings. With well known poems and nursery rhymes the ritual of repetition is important. From hearing or repeating poems the child will learn words and, at the same time, learn to enjoy words.

**WRITING**

**Everyday Writing, Book 1** by Ruth Fagg (U.L.P., 47p)

The Everyday Writing scheme aims at teaching children a clear, simple handwriting where the letter shapes are made with no unnecessary strokes or loops and fluency of movement is achieved by pattern-making using natural, rhythmic movements.

**Writing Materials**

There should be a variety of these; 3B and 2B lead pencils, wax crayons, coloured pencils, chalks, pastels and felt pens may be used.

At first paper should be plain so that patterns and letters may be made in the size suited to the child's developing skill. When the shapes of the letters have been mastered, single guide lines should be used. Care must be taken to see that the child understands the positions of stemmed and tailed letters (h, f, g, p, etc.) on the line.

**Posture**

The writing position should be well-balanced and relaxed. It can be said that good writing begins with the feet. Placing the feet straight — if possible flat on the floor — influences the whole posture.

1. The child should sit up well. A tendency to lean too far forward must be corrected at once; if it persists the child's sight should be tested.
2. The pencil or crayon must be held lightly. If there is a tendency to grip it and press hard with the index (first) finger there should be some practice using only the thumb and second finger. Then when the index finger is made use of again it is seen to be necessary only for balance.
3. The pencil must not rest in the 'valley' between the thumb and the index finger; it should be in a more upright position.
4. The forearms should be supported by the writing table; elbows are held slightly away from the body so that there is ease of movement.
5. Writing is a free movement of the whole hand and arm not just a movement with the tops of the fingers while the arm is kept rigid.
6. As the writing or pattern progresses down the paper it is the book or sheet of paper that moves up and not the child's position that alters.

**Pattern-Making**

This should precede formal work in printing the letters. A young child scribbles long before he attempts to make any letters and pattern-making uses this tendency and guides it so that letters like u, m, w, e, c, i and l emerge from the scribble as a continuous line of one repeated letter.

Patterns should be large to begin with — 1½ to 2 inches — and made with chalk, large crayons or felt pens on large sheets of paper. The point of the pattern work is to make use of a child's sense of rhythm so that when he progresses to linked script it will be easier for this to be rhythmic and even. While making a pattern a child might say aloud a suitable rhyme or repeated phrase to help him keep to the rhythm.

**Forming Letters**

When he begins to form letters and words these should be copied from the book; no effort should be made to link up letters. It will be enough of an effort for the child to form letters well.

Pattern-making will continue — but as a parallel activity. The child may consider forming letters a 'lesson' and pattern-making just a game so long as there is a consistent effort to improve the patterns all the time — making them more fluent and even and varying the size.

It must be stressed that perfection of letter formation and absolute regularity in patterns is not to be expected. The aim is that the child learns to form his letters in the correct way, i.e. does not start in the wrong place or work backwards, and that he enjoys the rhythm of pattern-making.



### Left-Handed Children

A child who is decidedly left-handed should not be expected to change over to using the right hand. The notes about materials and posture all apply but some extra points should be watched.

1. The arm is moving towards the body instead of away from it with a consequent tendency to cramp and tiredness. To combat this effect see that the page or sheet of paper is slightly to the left of centre on the table so that there is plenty of room for the arm to move towards the body.
2. The writing hand sometimes covers the work already done and causes smudging. To avoid this the pencil or crayon should be held  $1 - 1\frac{1}{2}$  inches from the point and not allowed to fall back into the 'valley' between the thumb and the first finger.
3. There is a tendency to more tension in writing than with right-handed children. This leads to too strong a grip on the writing instrument; for dealing with this see Posture (2) and make use of plenty of pattern work.

### TALES

#### (Choose from the following books)

Dear Teddy Robinson by Joan G. Robinson  
 About Teddy Robinson by Joan G. Robinson  
 Ponder and William by Barbara Softly  
 Ponder and William on Holiday by Barbara Softly  
 More Tales of Shellover by Ruth Ainsworth  
 Little Pete Stories by Leila Berg  
 Another Lucky Dip by Ruth Ainsworth  
 More Tales from the End Cottage by Eileen Bell  
 Little Red Fox by Alison Uttley  
 Stories for Five-year-olds edited by S. & S. Corrin  
 Adventures of Sam Pig by Alison Uttley

These are all Young Puffin paperbacks, costing on average 35p each, but prices are constantly rising.

Favourite stories may be repeated and the child may 'tell back' a story if he wishes to do so. If he paints an illustration to the story encourage him to tell about this.

### NUMBER

The importance of numerical knowledge in the world of today is self-evident, so that parents are rightly concerned that the child gains proficiency in Arithmetic and Mathematics in general. What they are often less concerned about, because they lack the knowledge, is when and how any particular number process should be taught. We recall again Section 3, Teaching the Five Year Old, with its warning that children at that age can understand only simple relationships and only one of these at a time. It is no use starting Arithmetic as adults know it as soon as a child starts school.

This is not to say that work on number should be deferred or kept deliberately simple for all children. Instead it means that the child should be called on to do what its mind is capable of understanding. Failure to appreciate this will lead to failure on a child's part to gain mastery of a basic number process, thus delaying or preventing further progress.

"Even more than in the teaching of reading", writes an expert, "teachers (and books) tend to go too far and too fast in pushing children to learn formal Arithmetic".

Until 7 the child's comprehension of number is rudimentary and concrete, i.e. he can count 4 animals, say, but not appreciate 'four' on its own. He can range things in order by trial and error, not by a co-ordinated mental response. So long as a parent lets a child find answers according to his own mental processes, there is no reason to avoid doing number work of quite wide scope.

The following sections offer advice in detail on how to set about encouraging number proficiency operations by the use of all kinds of materials. Since most children of this age are still attempting to master ideas of size, weight, height, quantity, etc. apparatus should be as varied as possible in these qualities.

Much number work should be carried out apart from the recommended books, using everyday examples.

Books: **Number News, Books 1 to 4** by Constance Millburn (Blackie, 40p each).

**Starting Points 1** by C. A. Sims (Schofield & Sims, 25p).

#### Mathematical Apparatus

This will be used throughout the year and should be improvised as much as possible.

Counters may be seeds, dried peas, buttons, beads, shells, used matches or any other countable objects. Jars and boxes of various shapes and sizes are useful for helping a child to understand ideas of large and small, wide and narrow, tall and short, etc. Cubes, such as building blocks left over from the baby stage, or big, square wooden beads are very useful.

If some commercially produced apparatus is required, information about prices may be obtained from Galt's, P.O. Box No. 2, Cheadle, Cheshire.



## Written Work

For recording work done from the Number News books, it will be better to make little booklets of a few pages than to use a thick exercise book which will become tattered and dirty after a time. A few pages can be sewn or stapled together and the outside cover made of brightly coloured wallpaper or gift wrapping paper.

## Suggested Scheme of Work

### Term 1 (10 weeks)

#### Vocabulary

The child is introduced to a wide range of mathematical words. This does **not** mean words like addition, subtraction, plus, minus, etc., but words like:

Big, bigger, biggest, large, long, wide, fat, deep,  
small, smaller, smallest, little, short, narrow, thin, shallow,  
a lot, more, more than, most,  
a few, less, less than, least,  
first, next, middle, next-to-last, last,  
as many, the same, equal, level, enough, not enough,  
heavy, light, the same weight,  
long time, short time, the same time,  
above, below, between, among, up, down, high, low,  
top, bottom, side, end, edge, corner, etc., etc.

Words like these, which express mathematical ideas, should be made use of in oral activity work, using the improvised mathematical apparatus.

These activities to extend vocabulary can be a short part of each lesson until the child is quite familiar with the words.

Before written numbers are used it is necessary to get across to the child the idea of twoness, threeness, etc. the **idea** of the number must come before the use of its written symbol 2, 3 and so on.

Use **Number News, Book 1** for numbers up to 5. Help the child to 'read' the first five pages and say: one sun, one moon, one cat, one tree, one cup, one big red dot (or one red counter), one big black dot (or one black counter) etc.

After a page has been 'read' the child can draw and colour the sun, moon, etc. and will be asked: how many suns? how many feet? and so on.

When page five has been completed work through pages one to four of **Starting Points 1**. (Unlike the Number News series this is a workbook and is meant to be coloured and written in). Follow the instructions given so that page one of **Starting Points 1** is coloured before the boys and girls are counted and the correct figures put in the orange squares. (If a child does not want to colour the pictures he should be allowed to leave them as they are; from the mathematical point of view colouring or not colouring the figures is irrelevant).

The words in **Starting Points 1** are to be read aloud and what has to be done should be explained very carefully. 'Put all the birds in the cage' could be misunderstood by a child. He might think he was meant to draw pictures in the representation of the cage when, in fact, all that is wanted is the number of birds — 5 — in the orange square inside the cage.

Consolidate the work with the other activities to make the idea of number clearer. Make groups of two, three, four and five using varying types of counting apparatus and, if possible, varying colours and sizes; e.g. beads and buttons of different colours used with seeds and shells.

Arrange the groups so that they vary in shape and layout though not in number. Once the child says firmly that there are THREE (or whatever the number is) no matter how the shapes and colours vary and no matter how the group is moved around the idea of abstract number is gained.

If a child is hesitant when colour or size or arrangement alters, more practice is needed but vary the activities as much as possible to avoid boredom with the subject.

Once the idea of number has been gained and the number symbols have meaning for the child, work through the rest of **Number News, Book 1**, copying out the sums into the booklet for written work and, where necessary, writing down the answers.

Work through pages five to thirteen in **Starting Points 1**. This will introduce the figure 6 but by now a child should be able to take an extra number in his stride — he will see that 6 is one more than 5.

By the end of the first term a fairly wide mathematical vocabulary should have been acquired and number symbols 1 to 5, at least, should be thoroughly understood.

It is advisable to explain to a child that there can be two forms of the number four and both are correct, though one is more normal in printed books and the other more normal when one is writing. Children accept this; they already have to cope with two forms of the letters a and g in reading and writing.

### Term 2 (10 weeks)

Work through pages one to nine inclusive in **Number News, Book 2**, for number symbols 6 to 10 and consolidate with similar activities to those used for the first five symbols.

Work through **Number News, Book 2**, from page ten to the end, doing the necessary written figure work in the separate booklet. While this is being done from time to time, work through pages fourteen to twenty-two inclusive in **Starting Points 1**. (It is advisable to omit the rest of this workbook, unless it is felt that a child is ready for the exercise in telling the time on page twenty-five. The measuring section is not necessary and the block graphs are difficult for a solitary child in the home schoolroom).



Use the 100 square on the back of the workbook for counting beyond 10. This work will be done orally and simply for the fun of counting.

By the end of the second term, the child should be counting fluently, adding small groups of numbers together and using the signs + and = with understanding.

### Term 3 (10 weeks)

'Read' pages one to three inclusive in **Number News, Book 3**, to introduce the idea of subtraction, e.g. one sun — it goes behind a cloud — how many suns can we see now? None. Two girls — one goes out through the door — how many girls are left? One. Three fishes — one is caught in a net — how many fishes are still swimming? Two. Four purple flowers — a boy picks one — how many are left? Three.

Continue working through the book, varying the work with activities with apparatus and some counting on the number square on the back of the completed workbook.

While this practice in subtraction is being done it should be interspersed with practice in addition from **Number News, Book 4**, so that the child is able to handle both these processes.

Both **Book 3** and **Book 4** should be completed by the end of the term.

At the end of the Preparatory year, addition and subtraction have been introduced and the signs + and — and = should be understood.

Apparatus has been freely used throughout the year and will continue to be used in the next class, Form 1B for six-year-olds.

If a child is obviously ready for Term 2's work before the first term is over he should not be held back. If this whole scheme of work is finished well before the end of the Preparatory year and the child is quite ready to go on, apply to the School for the next stage of work, i.e. the one set for Form 1B.

## HISTORY

The small child has no sense of time as adults have, so that there is no point in giving any stress to any particular epoch. History stories and their associated work will serve to lay a basis for understanding the past but not before the child is about 10 years old. The idea of history as opposed to pre-history or geological time will also develop gradually.

History should create wonder and excitement especially at the realisation that people, including children like themselves, have lived in different ways, had adventures and survived difficulties.

**Picture Book of Dinosaurs** (Piccolo, 50p)

**Discoveries and Inventions** (Evans, £1.12)

When the book on dinosaurs is used parents or teachers can help with model making by twisting wire into the required shape; the bodies can then be built up by the child using newspapers and cold water paste, or some modelling material which will take paint afterwards.

In **Discoveries and Inventions** some of the suggestions in the 'For you to try' sections may be suitable but many will be too difficult. More use should be made of the book's pictures to stimulate the child's interest in the past. Making drawings or models, and dressing up to act a part, can be useful forms of activity work.

## GEOGRAPHY

As with History, this subject is introduced to stir a sense of appreciation of and wonder at the complicated background to life. Children living in rural areas will unconsciously take in the importance of physical surroundings and how people live in them. The town child can learn how people do many different things in towns and how complicated relationships are for work or leisure.

**Looking at Other Children** by J. & D. Gadsby (Black, 82p).

This book is well illustrated and each reading of a story should be preceded by a discussion of the pictures to be found in it. Let the child ask questions and try to link the pictures up with something in his own experience.

As in History, painting and model making, or dressing up and pretending to be one of the people he has heard about, can help a child to understand and enjoy the lessons.

Reading from the book should be supplemented by plenty of outdoor observation, studying the district where the child is living. The lie of the land, how the people live and work and the connection between these can be explained to the child as far as he is able to understand.

It must be remembered that a child of this age is so small the physical features of the landscape seem to be enormous and he is so inexperienced that the outside world needs to be interpreted for him before he can 'see' it. Left to himself it will merely bewilder him and he will concentrate his attention on the small things around him. Modelling physical features — mountains, islands, valleys, rivers etc. — in a sand-tray or in the garden is useful because while playing with this small-scale landscape he is learning to 'see' these features when he meets them in the outside world.



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## NATURE STUDY

Père Castor's Wild Animal Books (Allen & Unwin, 55p each)

Term 1: **Mischief the Squirrel**

Term 2: **Quipic the Hedgehog**

Term 3: **Bourru the Brown Bear**

Wherever possible children should watch animals and birds and find out the local names for trees and flowers in the area.

Observation of all natural phenomena should be carried out, depending on the locality — rivers, ponds, the sea; rocks and hills; crops and grasses; the weather, clouds, a rainbow, the sun, moon and stars.

A child's natural curiosity about his environment should be encouraged and his interest aroused in everything that happens around him. Comparisons of size, colour and shape will link up with number work.

Parents who wish to make a start with information on human life should use:

How You Began by Hilary Spiers (Dent, 50p)

(For pupils in U.K. only)

Nature Awake and Asleep by E. Proctor (Black, 88p).

## MUSIC

**The Oxford Nursery Song Book** edited by Dr. P. Buck (Oxford, 90p)

Try to provide plenty of music for listening to but do not restrict it to 'children's music'. As with poetry, children are often fascinated by the sound without troubling too much about meaning. You could learn together a large number of songs, for a child should be as rich in the songs he knows as in the stories.

The Appendix contains a list of records suitable for use in teaching. A longer list of records and cassettes recommended as 'Music for Enjoyment' can be obtained from the PNEU on request.

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## ART & CRAFT

**Something to Do** by Septima (Young Puffin, 50p).

This is an excellent book containing ideas for things to make, games to play, verses, simple recipes, information about pets and natural history. The seasonal activities are based on the British seasons and weather but even these sections can be of interest to the child living abroad.

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Artwork should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper if this is available; large brushes should be used with the powder paint. If possible, allow the child to paint standing in front of a small easel or improvised support for a drawing board and encourage him to walk away and look at his work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class.

Craft work should be simple and usually finished in one lesson. Few children of this age are able to remain interested in a piece of work that has to be left aside for a few days or perhaps a week until the next lesson.

### Suggestions:

1. Work with torn, coloured paper:— the child makes pictures with paper instead of paint; pieces of paper can be large or small and might be torn from pictures in magazines, adverts in newspaper colour supplements, etc. This does not mean that these pictures are cut out whole or that parts of them — flowers, birds, ships, etc. — are chosen because of what they represent. These magazines are used just for the sake of providing pieces of coloured paper for the child to use. Gummed or ungummed coloured paper may be bought from school stationers but it is expensive and the colours are often harsh and glaring. Magazine pictures and adverts can be very subtle in colouring and often make use of a wide variety of shades. When a child is used to working with torn, coloured paper he can begin to cut some pieces if he finds this more useful for his purpose. For this provide round-ended scissors that really can cut — blunt so-called 'baby scissors' are a waste of money. A child should not begin this kind of work by cutting as this leads to too much fiddling about trying to cut out the right shape and not enough concentration on the picture as a whole.
2. Collage work:— this makes use of cloth, seeds, twigs, wool, etc., as well as paper and paint to build up a picture or pattern.
3. Modelling with clay — or, if this is not available, a mixture of 2 parts of plain flour to 1 part of salt plus a tablespoon of powdered alum (from the chemist) and enough water to make it firm for modelling. This mixture will harden and can be painted.
4. Modelling with plasticine which does not harden and can be used repeatedly; one colour plasticine is preferable. If several colours are used



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the effect is very streaky when they are mixed together as they are bound to be when the child wants to destroy what he has made and begin again. Some disadvantages to plasticine are that it cannot be painted and some children strongly dislike the smell and feel of it.

## PHYSICAL EDUCATION

This should be largely free play and carried on out-of-doors whenever conditions permit. Play with other children is strongly urged. The child usually finds plenty to occupy him but, should he need stimulating, you must suggest things for him to do. Ideas for games are to be found in the book *Something to Do* (see Art & Craft).

Expensive ways of taking exercise are unnecessary when there is walking, running, jumping, climbing and above all, swimming. Although children rarely come to harm when left free, there are some dangers to be taken into account. In all parts of the world, deliberate training in road safety is called for. Elsewhere an understanding of limitations on free activity must be conveyed.

In simple terms, too, the importance of diet to a child's development can be taught, as a preliminary step to the later scientific understanding that physical and mental capacity are related to eating and drinking.

Music and Movement records (EMI 7EG 8727 and 8) can be obtained from Harrod's Export Department.

## APPENDICES

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### 1. Educational Materials

Pads of plain paper for writing and number work  
(lines can be drawn by you as needed)  
Kitchen paper and/or sugar paper for drawing and painting  
Pencils (B or 2B)  
Felt tipped pens  
Wax crayons  
Pencil sharpener  
Poster paint or powder colours  
Gummed or ungummed coloured squares  
Modelling material — clay or plasticine  
Cold water paste  
Large paint brushes  
Selection of chalk/pastels/charcoal  
Scrap books  
Scissors (blunt ended)  
Card for reading activities and modelling  
Ruler for drawing guide lines for letters and figures

### Optional

Cubes — building blocks  
Lego  
Some simple tools

### Collect

Jars, bottles, beads, beans, buttons, shells, etc.  
Magazines with coloured pictures  
Containers for equipment



## 2. Music for Teaching

A selection of records and cassettes for teaching purposes is given. Other titles are available. The Export Department of Harrod's Ltd., Brompton Road, London, SW1X 7QX will deal with any orders.

	Record	Cassette
Nursery Rhymes	Music for Pleasure 700002	Musicway TC 1192 R.C.A. LJKI 5047 R.C.A. LJKI 5068
	Kiddicraft 345 6-401	Kassettes 109
Singing Games	Kiddicraft 6-105, 6, 7, 8	—
Tunes for Children	EMI 7EG 8575-6	—
Carols	Music for Pleasure 1339	Musicway TC 1339

There are also many records and cassettes of stories for children e.g. fairy stories, traditional stories, modern books.

## 3. Music for Enjoyment (P. 5.)

We shall be pleased to send on request a list of records and cassettes compiled under the following headings:

Quiet, dignified music  
Lively, tuneful music  
Descriptive music  
Stories in music

## 4. Reference Books

A list of reference books will be sent on request. Though really meant for older children, it will serve to lay the basis of a library to be used as the child grows.

## 5. Charlotte Mason's Educational Principles

The PNEU was founded in 1891 by Charlotte Mason and based its work on principles worked out by her several years earlier when teaching young children. They are still valid and, though modern knowledge permits refinements in theory and method, they are set out below as a guide to the PNEU system.

1. Children are born persons.
2. They are not born good or bad, but with possibilities for good or for evil.
3. Authority and obedience are necessary but must be limited by the respect due to the personality of children which must not be encroached upon.
4. We are thus limited to three educational instruments: the atmosphere of environment, the discipline of habit and the presentation of living ideas from which arises the PNEU motto: Education is an atmosphere, a discipline and a life.
5. *Education is an atmosphere* means that a child should not be isolated in a specially adapted "child environment" but we should take into account the educational value of his natural home atmosphere and let him live freely among his proper conditions.
6. *Education is a discipline* means the discipline formed definitely and thoughtfully, of mind or body.
7. *Education is a life* means the need of intellectual, moral and physical sustenance.
8. The child's mind is no mere receptacle as the Herbartian doctrine says but is rather a spiritual *organism* with an appetite for all knowledge.
9. *Education is the science of relations*, i.e. a child has natural relations with a vast number of things and thoughts.
10. A syllabus must therefore include three points:
  - (a) A child requires much knowledge, for the mind needs sufficient food as much as the body.
  - (b) The knowledge should be various to satisfy curiosity.
  - (c) Knowledge should be communicated in well-chosen language because his attention responds naturally to what is conveyed in literary form.
11. The educability of children is normally greater than has hitherto been supposed and is but little dependent upon circumstances such as heredity and environment.
12. There are two guides to moral and intellectual self management to offer to children; the way of the will and way of the reason.
13. Children should be taught as they become mature enough to understand such teaching that the responsibility that rests on them as "persons" is the acceptance or rejection of ideas.
14. No separation between the intellectual and spiritual life of children can be allowed to develop.



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Lower 1A  
1977-78

Year 3



## **Parents' National Educational Union**

Murray House, Vandon Street, Buckingham Gate, London SW1H 0AJ

### **THE PNEU SCHOOL**

### **EDUCATIONAL PROGRAMME 87**

This Programme is designed for use only with pupils in PNEU Schools and in the Home Education Division. It must not be lent or used for any other purpose.

"Children are born persons" -- Charlotte Mason  
PNEU Motto: "I am, I can, I ought, I will"

### **GENERAL NOTES**

#### **CONTENTS**

This Programme sets out the syllabuses and book lists for the year. The Teacher's Handbook is complementary to it and should be studied before the Programme is put into use.

Essential books are printed in capitals. Other books are optional but would be valuable for supplementary or reference purposes.

The Programme for each form is planned to cover one year's work, divided into 3 terms of 12 weeks each. As enrolments occur throughout the year, new members will normally begin with Term 1 and complete an assessment report on Form R5 before beginning Term 2.



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## SUPPLIES

### Books

An adequate range of books is essential for the PNEU course. The initial books required will be supplied by PNEU tutors and despatched to members overseas by surface mail or, if requested, by air mail. The appropriate postal and handling charges will be debited. Members going abroad are advised that books should be obtained before departure if possible.

Subsequent requirements of books may be ordered from the PNEU by post on Form R7. 25% of the cost of the books should be added to the payment for postage and handling if sent by surface mail, and 75% if required to be sent by air mail.

Members may find that some books are unobtainable and alternatives will be sent in their stead.

The price given in the Programme is that in force at the time of going to press.

### Materials

A list of the educational materials required is set out in Appendix 1. They may be obtained from any firm of educational suppliers. Harrods (Export Department) would be able to supply most of the requirements.

Families going overseas are recommended to obtain these materials before departure.

## THE TEACHER'S HANDBOOK

This is a condensed guide to the theory and practice of home teaching which should be used in conjunction with this Programme. It contains advice on how to understand the growing child as well as on how to teach him. Each subject is dealt with in a separate section. It has been kept brief so that even the busy parent can study it.

## ASSISTANCE IN TEACHING

The circumstances under which home teaching takes place vary enormously. Parents are advised to seek assistance from friends and colleagues wherever it is appropriate. Not only is a subject or a hobby taught by another person a welcome change but real ability can in this way be harnessed, whether it be mathematical, technical or musical.

## THE CURRICULUM

The PNEU course deliberately covers a broad range of subjects. Our aim is to produce soundly educated children who will develop into mature, cultured adults. The PNEU child is marked by a high standard of literacy, mathematical competence, a wide field of knowledge and an enquiring mind.

At this stage, the child will not 'study' subjects but will listen to and talk about stories, will make models and articles related to the subjects and will act,

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mime, paint and draw to acquire a better understanding of each topic.

In Year 3 children will be able to read some of the textbooks for themselves, e.g. those for History and Geography. Unless a child has exceptional facility in reading all the other books will be read aloud by the parent, except, those specifically set for reading practice. Children should be encouraged to narrate (see Teacher's Handbook pp. 7-9) the substance of what has been read.

## TESTS

Test papers (with answers) in English, Mathematics and General Knowledge will be supplied as part of the course.

## THE PNEU JOURNAL

The PNEU Journal is issued quarterly and contains articles of general educational interest as well as information on PNEU.

## RECORDS

In the United Kingdom, local education authorities are required to satisfy themselves that the education of all the children in their area is adequate. Parents responsible for home-school pupils must keep a Record of Work and an Attendance Register as they may receive visits from LEA Inspectors or Education Welfare Officers. In some other countries similar conditions may be encountered.

## SYLLABUS

### RELIGIOUS KNOWLEDGE

Use any edition of the BIBLE. The New English Bible and other modern translations are particularly appropriate.

Wherever possible correlate your work with Art, English, Nature Study and other subjects.

Modern translations of the Bible: The New English Bible — illustrated edition (British and Foreign Bible Society, £1.00). The Jerusalem Bible — School Edition (Darton, Longman & Todd, £2.00).

#### Old Testament

Term 1: Genesis chapters 1-21  
Term 2: Genesis chapters 22-35  
Term 3: Genesis chapters 37-50

#### New Testament

St. Matthew chapters 1-9  
St. Matthew chapters 10-21  
St. Matthew chapters 22-28



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# TIME-TABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 9.20	Religious Knowledge	Religious Knowledge	History	Religious Knowledge	Religious Knowledge
9.20 – 9.40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9.40 – 10.00	Creative Writing	History	Geography	Tales	Poetry
10.00 – 10.40	BREAK				
10.40 – 11.00	English Language	Reading Practice	Science	English Language	History
11.00 – 11.10	Writing Practice	Writing Practice	Writing Practice	Writing Practice	Writing Practice
11.10 – 11.30	Games or French	Tales	Games	Picture Study	Leisure Reading
14.00 – 14.20	Singing	Nature Walk	Art & Craft	Outdoor Geography or French	Singing
14.20 – 14.40	Art & Craft	Nature Walk	Art & Craft	Outdoor Geography	Physical Education
14.40 – 15.00	Art & Craft	Nature Notebook	Art & Craft	Outdoor Geography	Physical Education



## Notes for parents

### Term 1

#### Creation — Gen. 1

- a) Discuss harvest-time — various approaches such as harvest of the sea, harvest of minerals (coal, gold, etc.), fruit of the earth.  
Let the child write words "Thank you, God" surrounded by drawings of different kinds of fruit, fish, mining equipment (according to the aspect upon which you have concentrated).
- b) Look for beautiful colours and/or patterns in nature — flowers, shells, leaves.  
Let the child write own "Thank you" prayer and/or let him learn a well-known prayer of thanksgiving (e.g. part of General Thanksgiving or Ps. 92 v. 1, or Ps. 95 vv. 1-2, or verse or two of another Psalm).
- c) Child should now be ready to hear creation story. Genesis 1 will appeal to sense of wonder. Many children will appreciate the beauty and dignity of the Authorised Version here and parents should not worry about them understanding every word.  
After narration, child and mother may read together Genesis 1. Child should say words "And God said" (most children will love the repetition); and/or teach a song or hymn about Creation (perhaps from hymn book "Morning has broken").

#### Stories from Genesis

- a) Garden of Eden (Gen. 2vv. 8-22) — New English Bible appropriate text. Children like unusual words, but remember to look up "bdellium" and "cornelian" in a dictionary before the reading.  
Let the child draw or paint a picture of the Garden of Eden. He may wish to write the words: "God walked in the garden in the cool of the day".
- b) Noah and his Ark (Gen. 6vv. 9-22); children love this story. Many are intrigued by the depth of the water. (A cubit = the length of the forearm, '18"-22").  
  - (i) "Which animals do you think went on the Ark?" Let the child make a list and draw some of them.
  - (ii) This is a popular story for Art.
  - (iii) Let the child memorise 8 v. 22 "While the earth remaineth . . .".
  - (iv) If your child is a fluent reader, he will probably enjoy reading "Log of the Ark" in his spare time.
- c) The Rainbow (Gen. 9 vv. 13-14, God's promise).  
Let the child write and learn the colours of the rainbow: red, orange, yellow, green, blue, indigo, violet. Paint a rainbow in these colours or make a rainbow pattern. (If this is done on wet sugar paper, the colours will run together attractively).

#### Jesus Starting His Ministry

- a) John the Baptist (Matthew 3 vv. 1-6, 13-17).  
Show map with River Jordan. Tell child about locusts.  
Children in this class are able to draw very simple maps. Let the child show the River Jordan, and indicate with an arrow "This is where John the Baptist baptised Jesus".
- b) The Temptations (Matthew 4 vv. 1-11).  
Explain "Temple" as the big place of worship in Jerusalem.  
After narration, perhaps it would be possible briefly to discuss temptations which a seven year old would understand, e.g. temptation to steal, to want his own way.
- c) Calling the Disciples (Matthew 4 vv. 18-22) — Disciple means learner.  
  - (i) This is an ideal story to illustrate. A collage would be effective (e.g. thin wood like balsa for boat, cloth for sails, sand at the lakeside).
  - (ii) Write "Follow me, and I will make you fishers of men".

Continued overleaf



- (iii) Your child may be interested to learn the names of all the disciples now. (See Matthew 10 vv. 2, 3, 4).

### Jesus's Teaching

- a) The Lord's Prayer (Matthew 6 vv. 9-13).  
Stress "Our Father" — God cares for boys and girls everywhere, wherever they live, whatever their colour. "Hallowed be Thy name" — "May everyone think of you as very high and important". (N.B. Children are unlikely to understand words such as "honoured"). Unless asked, it is probably not necessary to go any further in explanations at this stage.  
The child should now be able to say the Lord's Prayer perfectly, and he could be asked to write it down (or part of it).
- b) The House built on Rock (Matthew 7 vv. 24-29).  
(i) Modelling (in clay or plasticine) and/or  
(ii) Making background music for the words. (Use of drums, bells, maracas and other tuned or untuned percussion instruments for the storm). If there is a cassette recorder available, record the child's 'music' to play whilst he reads the words.

### Some Miracles

1. The Leper Healed (Matthew 8 vv. 1-4) — explain leprosy.  
Let the child learn: "O Jesus, we are well and strong" (Methodist Hymn Book) or other hymn in which child can express concern for sick people and thankfulness for health.
2. The Centurion's Servant (Matthew 8 vv. 5-13)  
If a suitable picture is available let the child draw the centurion.
3. The Storm on the Sea of Galilee (Matthew 8 vv. 23-27)  
Let the child write the story, pretending that he is Peter. Begin, "One day my friend Jesus borrowed a little boat...".
4. The Dumb Man (Matthew 9 vv. 32-35)  
Discuss the problems of being deaf and dumb; talk about sign language.  
The child can write down ways of helping people who are blind, deaf and dumb or lame. Maybe he can learn a little bit of sign language.

### The Christmas Story

- (i) The Annunciation (Matthew 1 vv. 18, 20 and 21)  
Possibly this story may be introduced through discussion of a picture of the Annunciation if a good one is available.  
Let the child make a Christmas card or a simple Advent Calendar.
- (ii) The Wise Men (Matthew 2 vv. 1-16) — although this concerns the Epiphany which rightly comes in January it is usually included when telling the Christmas story.  
With help, the child can make a tableau showing the crib and the Magi. With help, perhaps by using stencils, the crib figures can be cut from polystyrene tiles — these can be painted attractively.  
Let your child learn a number of new carols, perhaps some which originated in the country where you are temporarily resident. ("Carols of the Nations" published by Blandford could be very useful).

### Term 2

#### Stories Jesus liked to hear

- Abraham and Isaac (Gen. 22 vv. 1-14)  
Draw a ram in a thicket, i.e. let the child draw it and write the words: "Abraham obeyed God".
- Rebekah (Gen. 24 vv. 1-28, vv. 29-60 optional)  
Let the child draw or paint Rebekah at the well.
- Jacob steals the birthright (Gen. 25 vv. 27-34).  
A suitable story for dramatisation by two people.
- Jacob steals the blessing (Gen. 27 vv. 1-38).  
"Birthright" and "blessing" need to be explained simply before stories 3 and 4 are read. Birthright meant that the elder child would be the leader and have twice as much of the father's goods as his brother. An oath = special promise that Esau would not dare to break. The blessing included giving away land and possessions to chosen son.
- Jacob's Dream (Gen. 28 vv. 10-19)  
Illustrate the story.

#### Events in Jesus's Ministry

- The Disciples and their work (Matthew 10 vv. 1-15).  
Children are interested in the meanings of names, and Peter — rock, and Andrew — manly, are worth mentioning here. *discipulus* = learn (Latin).  
Get the child to answer the question: What was the disciples' work?
- Healing on the Sabbath (Matthew 12 vv. 1-13).  
Illustrate "in the cornfields".
- Feeding the Multitude (Matthew 14 vv. 15-21).  
Learn hymn "Two little fishes, five loaves of bread" ("Sing to God").
- Walking on the Sea (Matthew 14 vv. 22-33).  
An illustration for the story with v. 27 written underneath.
- The Triumphal Entry (Matthew 21 vv. 1-10).  
Make a Bible book-mark and decorate it with palm branches and flowers, e.g. daffodils.
- Jesus in the Temple (Matthew 21 vv. 12-16).  
The child might write and learn verse 13.

#### Two Parables

- The Parable of the Sower (Matthew 13 vv. 1-9).  
The child tells the story in four little pictures:  
(a) the wayside and the birds (b) the rocky ground  
(c) thistles (d) the good soil.
- The Wicked Servant (Matthew 18 vv. 24-35)  
Learning a prayer, such as  
"Help us to do the things we should,  
To be to others kind and good:  
In all we do at work and play  
To grow more loving every day."



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### Term 3

#### The Story of Joseph

1. Joseph the Dreamer (Gen. 37 vv. 1-11).
2. The Plot (Gen 37 vv. 12-33).
3. In Prison (Gen. 39 vv. 21-23; 40)
4. His Release (Gen. 41 vv. 1-45)
5. Joseph and his brothers (Gen. 41 v. 52 to Gen. 42 v. 38)
6. Joseph and his brothers (Gen. 43 to Gen. 44 v. 34)
7. Joseph's secret revealed (Gen. 45 vv. 1-28)
8. Joseph's generosity (Gen. 47 vv. 1-12 & Gen. 50 vv. 15-21)

This story is well loved, and children can make a booklet called "The Story of Joseph" with suitable "chapters" and illustrations.

#### Two Parables

1. The Talents (Matthew 25 vv. 14-29)  
Discuss various talents that can be used for God.
2. The Five Foolish Girls at the Wedding (Matthew 25 vv. 1-13)  
The child might draw an eastern-style lamp and write verse 13.

#### Christ's Passion and Resurrection

1. Judas Iscariot (Matthew 26 vv. 14-25)  
Explain the meaning of treachery and traitor.
2. The Lord's Supper (Matthew 26 vv. 26-30)  
Discuss the Sacrament (Mass, Holy Communion, Breaking of Bread or Lord's Supper) according to own Church's tradition.
3. Gethsemane (Matthew 26 vv. 36-56)
4. Peter's Denial (Matthew 26 vv. 57-58, 69-75)
5. The Crucifixion (Matthew 27 vv. 27-54)  
Try to listen to excerpts from "St. Matthew's Passion", "Messiah", or any music which will create atmosphere.
6. The Resurrection (Matthew 28)  
Make Easter card with words "He is risen".

## ENGLISH

### Reading

Recommended for reading practice:

**Dragon Pirate Stories** by S. K. McCullagh (Arnold)

- A1: Dragon's Gold (45p)
- A2: Islands of the Sunset (45p)
- A3: The Princess Who Wanted the Moon (45p)
- A4: The Three Witches (45p)
- A5: The Magic Whistle (45p)

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- B1: Greg and the Black Pirates (58p)
- B2: A Dragon in the Wood (58p)
- B3: The Three Princes (58p)
- B4: Snip and the Dragon's Skin (58p)
- B5: The Hollow Mountain (58p)
- C1: Ben and the People of the Bells (58p)
- C2: The Country of the Red Birds (58p)
- C3: The Kingdom of the Day (58p)
- C4: The Mer-King's Son (58p)
- C5: The White Wolf (58p)

#### Griffin Pirate Stories – Second Series (Arnold)

(These 8 books form one continuous story so it is unsatisfactory for children to have only some of the titles).

- Pirate and Mer-King (47p)
- The Black Pirates and the Silver Net (47p)
- On the Way to the Black Cliff (65p)
- The Caves of Alorn (65p)
- The White Cat (65p)
- The Breaking of the Chain (65p)
- The Stolen Ship (65p)
- Alorn's Treasure (65p)

### Writing

A short period of writing practice each day using EVERYDAY WRITING, BOOK 3 by Ruth Fagg (U.L.P., 70p)

### Language

A good deal of oral work should be done, using the Exploration English book. Each topic should be discussed and the informative paragraphs about it read aloud. Most of the exercises should be talked over before any written work is done.

The amount of written work done will depend on the child's progress and ability. The aim should be to write about a third of the exercises and treat the rest solely as oral work.

EXPLORATION ENGLISH, BOOK 2 by J. C. Gagg (Evans, £1.18)

- Term 1: pp. 5-28
- Term 2: pp. 29-51
- Term 3: pp. 52-79

or, for those who have copies, BETTER ENGLISH, BOOK 2

- Term 1: pp. 5-35
- Term 2: pp. 36-65
- Term 3: pp. 66-96



Highly recommended: A Children's Working Dictionary by A. J. Arkley (Nelson, £1.12).

Essentials in Teaching and Testing Spelling by F. J. Schonell (Macmillan, 59p).  
For more formal grammar: First Grammar Lessons by C. M. Mason: Parts 1 & 2 (PNEU, 10p each).

### Creative Writing

IMAGINE AND TALK by Wallace Eyre (Blackwell, £1.00)

Work will be done orally and may be taken down by the parent or teacher at the pupil's dictation.

### Tales

At least one book should be read each term.

Term 1: THE LION, THE WITCH AND THE WARDROBE by C. S. Lewis (Puffin, 50p)  
THE WIND IN THE WILLOWS by Kenneth Grahame (Methuen, 60p)  
THE TURFCUTTER'S DONKEY by Patricia Lynch (Dent Dolphin, 50p)

Term 2: THE MAGICIAN'S NEPHEW by C. S. Lewis (Puffin, 50p)  
ALICE IN WONDERLAND & THROUGH THE LOOKING GLASS by Lewis Carroll (Puffin, 60p)  
PINOCCHIO by Carlo Collodi (Puffin, 60p)

Term 3: PRINCE CASPIAN by C. S. Lewis (Puffin, 50p)  
THE MIDNIGHT FOLK by John Masefield (Piccolo, 60p)  
THE WONDERFUL WORLD OF OZ by L. Frank Baum (Dent Dolphin, 50p)

or, for those who have copies, THE PILGRIM'S PROGRESS

Term 1: Part 1 — from the beginning to Christian's entry into the Valley of Humiliation

Term 2: from the Valley of Humiliation to the Pillar of Salt

Term 3: from the Pillar of Salt to the end of Part 1

### Poetry

THE MERRY-GO-ROUND edited by James Reeves (Puffin, 50p)

### Leisure Reading

A Golden Land edited by James Reeves (Puffin, 65p)  
Introducing Doctor Dolittle by Hugh Lofting (Puffin, 70p)  
Worzel Gummidge by Barbara Euphan Todd (Puffin, 40p)  
The Kingdom Under the Sea by Joan Aiken (Puffin, 80p)  
The Story of Holly and Ivy by Rumer Godden (Puffin, 35p)  
The Meeting Pool by Mervyn Skipper (Puffin, 45p)

## MATHEMATICS

Children should be trained from the outset to date and label all work.

Work should always be neatly set down and well arranged. This encourages logical thought and the marking and correcting of work is made easy.

Every child must have sufficient practice at each stage for the process concerned to become automatic. The book supplies sufficient practice for most children but occasionally some will require extra work in order to establish a process. This is easily provided by drawing up worksheets with similar examples to those in the book.

### Tables

It is often very helpful for a child to make his own table-book on squared paper. It should be arranged as follows with a hundred square on the left and might be spread over two adjoining pages for each table.

1	2	3	4	5	6	7	8	9	10	$2 + 0 = 2$	$0 \times 2 = 0$
11	12	13	14	15	16	17	18	19	20	$2 + 2 = 4$	$1 \times 2 = 2$
21	22	23	24	25	26	27	28	29	30	$2 + 2 + 2 = 6$	$2 \times 2 = 4$
31	32	33	34	35	36	37	38	39	40	etc.	etc.
41	42	43	44	45	46	47	48	49	50		
51	52	53	54	55	56	57	58	59	60		
61	62	63	64	65	66	67	68	69	70	$0 \div 2 = 0$	
71	72	73	74	75	76	77	78	79	80	$2 \div 2 = 1$	
81	82	83	84	85	86	87	88	89	90	$4 \div 2 = 2$	
91	92	93	94	95	96	97	98	99	100	etc.	

The hundred square should be coloured to show the pattern of the table. This method of making a table book illustrates all aspects of each table.

### Teaching

It cannot be assumed that a process has been grasped until some time has elapsed and a check made. The steps for teaching and testing are:—

- teach the process
- practise the process
- a week or so later, revise the process—it may even have to be re-taught
- repeat (c) until mastery appears to have been gained

*Continued overleaf*



- (e) test the process
- (f) re-test from time to time.

### Check list

The Check List is provided so that processes may be marked off as they are understood and can be applied. Worksheets can be drawn up if extra practice is required. It is not expected that all children will be able to manage all the processes covered by the end of the year. It is something at which to aim and will draw attention to weaknesses.

Count to 100 in 1's, 2's, 5's, 10's

Know all number bonds of 20 (possible number combinations)

Know and cope with the meaning of:—

- + addition, add, plus, and, more than
- subtraction, minus, take away, less than, difference

Recognise  $\frac{1}{2}$   $\frac{1}{4}$   $\frac{3}{4}$  of a regular shape and small quantity

(in U.K.) Recognise coins,  $\frac{1}{2}$ p 1p 2p 10p 50p £1.00 amounts  
coin combinations to 50p and change from 50p  
money to  $50p + x - \div$

(abroad) Do similar work with the local currency

Tables. Learn by heart 2, 3, 4, 5

Time. On the hour. Half past. Quarter past. Quarter to.

Addition: tens and units — with carrying

Subtraction

Multiplication by 2, 3, 4, 5

Division by 2, 3, 4, 5

Measure in cm.

Read and construct simple block graphs

Recognise: square, rectangle, circle, triangle, cube, right angle

Learn by heart: days of the week, the months.

BETA MATHEMATICS, BOOK 1 by Goddard & Grattidge (Schofield & Sims, £1.00) with ANSWER BOOK (80p)

Term 1: pp. 1-29

Term 2: pp. 30-57

Term 3: pp. 58-84

or, if a child has obvious mathematical aptitude and also reads very fluently, ALPHA MATHEMATICS, BOOK 1 by Goddard & Grattidge (Schofield & Sims, £1.00) with ANSWER BOOK (80p)

Term 1: pp. 1-27

Term 2: pp. 28-57

Term 3: pp. 58-84

## HISTORY

Children have very little sense of time. A time chart will greatly help to develop this concept. It is well worth trying to find a fairly large stretch of wall somewhere in the house, or at least under cover, and using it for this purpose.

A child who is to spend several years in the home schoolroom will derive much help and pleasure from a time chart and it is possible to benefit from it even in one year. Attention should be drawn to what has previously been seen or heard so that this is incorporated with newly acquired knowledge and gradually a background of historical knowledge is built up.

To make the chart, a horizontal line should be painted or pinned on so that pictures and written work can be pinned on both sides of it. Label the line in centuries (or ages for prehistory) but make the labels movable so that extra space may be available when required. The child's own work may be put up and magazine pictures, postcards, picture cards, etc. may all be used. Many items may be incorporated apart from straightforward historical studies, e.g. environmental details, scripture, book reviews of historical tales, poems, architecture, exploration, inventions, etc.

FROM WILLIAM I TO CAXTON by R. J. Unstead (Black, 82p) and  
THE MIDDLE AGES by R. J. Unstead (Black, £1.24)

Both books should be used throughout the year. The suggested division over three terms is as follows:

Term 1: William I to Caxton pp. 6-44  
The Middle Ages pp. 5-29

Term 2: William I to Caxton pp. 45-82  
The Middle Ages pp. 30-49

Term 3: William I to Caxton pp. 83-116  
The Middle Ages pp. 50-79

The work this year is best taken as a series of projects centred on places. Life changed little throughout the period (1066-1485) and can be taken as a whole for children in Year 3. There is much scope for drawings and plans.

### Suggested activities and topics

#### Castles

The coming of William.

Building a castle.

If you have a large stretch of wall, draw as big a picture of a castle (page 10 in The Middle



Ages) as possible and pin it up. Use it as a centre for all work on castles—cuttings, post-cards etc.

Make a list of all the words connected with castles.

Play at defending or laying siege to a castle. What words would you use?

Make a list of all the people who might live in a castle. Draw some of them.

Draw a knight and see how many parts of his equipment can be named.

Page — Squire — Knight — which of these would you most enjoy being?

Tell about tournaments.

#### Monasteries

Draw a large plan of a monastery. Label all the parts. Make a list of all the different tasks done in a monastery and say who did them.

Describe a day in a monastery.

#### On the Road

Pretend to go on a pilgrimage. Describe the people you might meet or travel with — friars, pilgrims, merchants, apprentices, beggars, etc.

Would you have seen vehicles on the road?

#### Manors

Draw a large picture or plan of a manor.

Say who lived on a manor — what it produced — which of the people never left it.

Draw a poor man's house.

#### Towns

In your mind, take a walk through a town and draw or tell what you see — the walls and gates, shops of various kinds, the town crier, guild-members, apprentices, the stocks and pillory, plays being performed, entertainers of all kinds, the houses.

Would you like to live in a town like this?

Other topics might be: Merchants and Guilds — their homes, clothes, food, children, apprentices, trading from town to town and overseas.

Entertainments — tournaments, fairs, miracle plays, games, holy-days.

**Kings and Queens** — a list made and chief events of the reigns noted.

**Homes** of various types — who lived in them, the furnishings, food eaten, clothing worn.

**Clothing** — make a series of collage pictures of people dressed in the various styles. Try to find materials of suitable colour and texture.

Children should also have been told about: —The Domesday Book; Magna Carta; the Crusades; the Canterbury Tales; printing; Joan of Arc.

It is only necessary for children to have heard a little about these topics so that they know they belong to this period and then gradually they will incorporate them into their thinking. Some of their future fiction reading will be set in this period and a slight knowledge of these topics adds to comprehension, interest and enjoyment.

Two or three topics may be undertaken each term but much depends on the interest and capability of the child and the enthusiasm of the teacher. Children should be encouraged to write about what they hear, see or read, however briefly.

## GEOGRAPHY

THE YOUNG GEOGRAPHER, BOOK 1 by Haydn Evans (Wheaton, £1.12)

Term 1: pp. 5-19

Term 2: pp. 20-37

Term 3: pp. 38-59

Ideas for activity work will be found in the textbook.

NELSON'S JUNIOR ATLAS (Nelson, £1.12)

Pupils should be encouraged to use the atlas as this is invaluable training for later studies. However, at this age they cannot be expected to use the atlas unaided and it will be adequate simply to ensure that the child becomes familiar with handling it, notices the shape of countries mentioned and understands what a map is.

## SCIENCE

(a) Work from Science 5-13 HOLES, GAPS AND CAVITIES (Macdonald, £1.77) and COLOURED THINGS (Macdonald, £2.06). These books are for the use of the parent or teacher.

The development of the child's appreciation of his environment, begun in Year 2, is continued in Year 3. **Holes, Gaps and Cavities** uses an unusual grouping of objects, situations and experiences to introduce the child to new ways of looking at a wide range of everyday things.

There is really little need to stress the theme running through the book as it is largely irrelevant to much of the excellent work contained in the course. A suitable place to start at is **Holes and Air** (page 16). Continue with **Flowing out of Holes** (page 26) and **Holes and Sorting** (page 54). Afterwards, parts of the descriptive sections should be attempted.

Coloured objects are of immediate interest to the child and the book **Coloured Things** develops this interest into a deeper understanding and knowledge of colour. The teacher should first read the introduction and page 2 of **Making a Start**. Unless interest in colour is aroused by some chance occurrence, the construction of a colour list as described on page 12 would be a good introduction. Continue with further items from this chapter and then select work from chapters 3 and 4. Much of the material in chapter 5 is for older children, but note the good introduction to electricity on page 62.

(b) Work from ACTIVE SCIENCE, BOOK 1 by A. James (Schofield & Sims, £1.00) with TEACHER'S BOOK 1 (41p)

Further material for parents or teachers can be found in Simple Science Experiments by A. James (Schofield & Sims, £1.47)

There should be as much outdoor observation as possible. Children should be encouraged to find and name flowers, watch animals and birds, and keep a nature diary.



## FRENCH (optional)

Audio-lingual course, obtainable through the PNEU only:

BON VOYAGE — Year 1 (records and scripts £6.00 including postage and packing, except for air mail)

or JE PARLE FRANÇAIS, BOOK 1 by René Gauthier (Nelson, 50p)

For activity work: La Ferme and Le Petit Train Rouge by Y.S. Baume (Warne, 29p each)

Songs: Chansons et Comptines by W.J. Perry (Longman, 35p)

## PICTURE STUDY

One artist will be studied each term. Reproductions of pictures by the artist for the term are obtainable from the PNEU Office (PNEU, £1.00 each).

For general approach and method of taking lessons see the Picture Study section in the Teacher's Handbook.

## ART & CRAFT

For work throughout the year, choose from the I CAN DO IT series by Mell & Fisher (Schofield & Sims, £1.06 each).

- Book 1: PRINTING
- Book 2: WORKING WITH PAPER
- Book 3: MODELLING, BUILDING AND CARVING
- Book 4: MAKING THINGS FROM ODDS AND ENDS
- Book 5: MAKING PICTURES AND PATTERNS

These books give step by step instructions for various kinds of Art and Craft work and are also set for Years 4, 5 and 6. Each book contains simple activities suitable for this age group, together with more advanced work that should be left for later.

**Printing** covers: printing with vegetables, rubbers, leaves, cardboard, stencils, paper shapes; printing from plasticine, clay, corrugated card, a tin can; making rubbings; printing mono-types; printing on fabrics; tying and dyeing; making paste patterns.

**Working with Paper** covers: making things with strips of paper; folding and cutting to make patterns and chains of figures; masks and hats; making lanterns and crowns; paper animals, fishes and birds; spinning windmills and spirals; nets and stretching paper chains and figures.

**Modelling, Building and Carving** covers: modelling with dough, modelling with clay — making a thumb pot, a pellet pot, a thumb pot animal, making slip, modelling birds and animals, making clay reliefs, making clay jewellery and clay people, making masks, making coil pots, using slabs of clay; modelling with wire; building with cardboard and balsa-wood; building and modelling with polystyrene; carving candles; carving with soap; carving a block of plaster.

**Making Things from Odds and Ends** covers: making and using papier mâché; working on a mould; using rolled newspaper or magazines; modelling with newspaper on a wire framework; making puppets; making a peepshow in a cardboard box; making masks; using string, pipe cleaners and drinking straws; making models and decorations from scrap.

**Making Pictures and Patterns** covers: using crayons in various ways; chalk and crayon transfers; making rubbings; all kinds of collage; using coloured paper and cellophane for stained glass patterns; painting — using various brushes, all-over patterns, stripe and repeat patterns; mixing paint with sand, paste, sawdust etc; using inks; pictures and patterns without brushes; finger painting; painting from imagination; painting what you see; painting from memory; drawing.

For reference: Art and Craft in the Primary School by J. Dean (Black, £2.65). Young Art by J.F. Lacey (Van Norstand Reinhold, £2.70).

## MUSIC

### Music Appreciation (optional)

The work of the composer set for the term:

- Term 1: Beethoven
- Term 2: Handel
- Term 3: Schubert

Teacher's reference notes for each composer are available from the PNEU on request.

### Singing

SING TOGETHER (Oxford, 70p): 100 songs for unison singing arranged by W. Appleby & F. Fowler.

Highly recommended: My History of Music by Irene Gass (Zebra, 30p). A list of records and cassettes, recommended as 'Music for Enjoyment', can be obtained from the PNEU on request.

## PHYSICAL EDUCATION

Daily exercise, e.g. walking, swimming, dancing, skipping and games.

Music and Movement records (EMI 7EG 8727 and 8) can be obtained from Harrods (Export Department).

Better Swimming by N.W. Sarsfield (E. P., 30p).



## APPENDICES

### 1. Educational Materials

3—6 lined exercise books (12mm spacing) for English  
 3—6 squared exercise books (1 cm squares) for Maths  
 3—6 plain exercise books for other subjects  
 Kitchen paper and/or sugar paper.  
 Tracing paper.  
 Pencils — lead and coloured.  
 Selection of felt-tipped pens/wax crayons/ pastels.  
 Metric ruler — calibrated in cm and mm.  
 Pencil sharpener.  
 Rubber.  
 Poster paint or powder colour.  
 Water colours.  
 Brushes for powder colour.  
 Brushes for water colour.  
 Gummed coloured squares.  
 Modelling material — clay or plasticine.  
 Adhesive.  
 Cold water paste.  
 Set squares of 45° and 60°.  
 Pair of compasses.  
 Scissors.  
 Measured containers — e.g. 1 litre jar  
 Bar magnet  
 Magnifying glass.

#### Optional

Wire and string  
 Double punch  
 Card for folders  
 Torch  
 Sellotape  
 Cubes — building blocks  
 Lego or plastic meccano

Paper fasteners

Musical instrument — e.g. recorder

### Collect

(for Art and Craft)

Pictures from magazines — coloured

Oddments of material

Containers and boxes

(for project work, illustrating notes & time chart)

Picture cards

Postcards

Stamps

Mechanisms, e.g. old clocks, watches, locks, etc.

### 2. Music for Enjoyment (P.5.)

We shall be pleased to send on request a list of records and cassettes compiled under the following headings:

Quiet, Dignified Music  
 Lively, Tuneful Music  
 Descriptive Music  
 Stories in Music

### 3. Reference Books

A list of reference books will be sent on request. Though really meant for older children, it will serve to lay the basis of a reference library to be used as the child grows.

### 4. Charlotte Mason's Educational Principles

The PNEU was founded in 1891 by Charlotte Mason and based its work on principles worked out by her several years earlier when teaching young children. They are still quite valid and, though modern knowledge permits refinements in theory and method, they are set out below as a guide to the PNEU system.

1. Children are born persons.
2. They are not born good or bad, but with possibilities for good or for evil.

*Continued overleaf*



3. Authority and obedience are necessary but must be limited by the respect due to the personality of children which must not be encroached upon.
4. We are thus limited to three educational instruments: the atmosphere of environment, the discipline of habit and the presentation of living ideas from which arises the PNEU motto: Education is an atmosphere, a discipline and a life.
5. *Education is an atmosphere* means that a child should not be isolated in a specially adapted "child environment" but we should take into account the educational value of his natural home atmosphere and let him live freely among his proper conditions.
6. *Education is a discipline* means the discipline formed definitely and thoughtfully, of mind or body.
7. *Education is a life* means the need of intellectual, moral and physical sustenance.
8. The child's mind is no mere receptacle as the Herbartian doctrine says but is rather a spiritual *organism* with an appetite for all knowledge.
9. *Education is the science of relations*, i.e. a child has natural relations with a vast number of things and thoughts.
10. A syllabus must therefore include three points:
  - (a) A child requires much knowledge, for the mind needs sufficient food as much as the body.
  - (b) The knowledge should be various to satisfy curiosity.
  - (c) Knowledge should be communicated in well-chosen language because his attention responds naturally to what is conveyed in literary form.
11. The educability of children is normally greater than has hitherto been supposed and is but little dependent upon circumstances such as heredity and environment.
12. There are two guides to moral and intellectual self management to offer to children; the way of the will and the way of the reason.
13. Children should be taught as they become mature enough to understand such teaching that the responsibility that rests on them as "persons" is the acceptance or rejection of ideas.
14. No separation between the intellectual and spiritual life of children can be allowed to develop.